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ABSTRACT

The guide, part of Project LET (Learning Experiences in Technology), is intended to be used as a working copy and consists of 28 integrated teaching units for grade K-2 students. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child. Each unit evolves from existing elementary curriculum and includes the following components: (1) general overview, (2) teaching/learning resources, (3) concepts, (4) behavioral objectives, (5) methods of implementation, (6) resource people and materials, and (7) student activities. Inherent in each component is an awareness of careers and the way man does things. (Author/VA)

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Learning Experiences in Technology

INTEGRATED TEACHING UNIT HANDBOOK

(VT 101 980)

LEARNING EXPERIENCES
IN TECHNOLOGY

BOOK I
for
Grades K-2

CE 005 203

School District of the City of Royal Oak
4000 Crooks Road, Royal Oak, Michigan 48073
June 1973

PREFACE

This guide is intended to be used as a working copy for professional staff. It is not a completed document but a working draft which will be revised at the end of the 1973-74 school year. This document cannot stand alone but is designed to be used with in-service education and our "Project LET, Guide for Implementation."

The methodology used to implement the concepts of Project "LET" is the Integrated Teaching Unit. These Integrated Teaching Units are evolutionary in nature as they are developed from the curriculum, utilizing student involvement and ideas. They are continually being implemented, evaluated, and revised by the classroom teacher. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child.

Each unit evolves from the existing elementary curriculum which includes the following components:

1. general overview
2. teaching/learning resources
3. concepts
4. behavioral objectives
5. methods of implementation
6. resource people and materials
7. student activities

Inherent in each component is an awareness of careers and the way man does things. The additional content provided for children in the "LET" classroom is the opportunity to explore careers and technology through the utilization of the Integrated Teaching Unit, parent and community resource people, and exposure to numerous careers.

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SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: ANIMALS

GRADE LEVEL K-2

GENERAL OVERVIEW: The purpose of this unit is to increase a child's awareness of types of animals, their environments, and their basic needs, as well as the occupations involved. Children can make books about the care of wildlife and the careers which are involved. Children see the purpose of a barn by visiting a farm and can then construct their own barn. The occupations involving animals are many and very intriguing to children, most of whom love animals.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Dairy Farm Panorama kit
National Dairy Council
Plant and animal pictures
Primary Science Concept
Charts on animals (I.M.C.)

Books:
Animal Babies, Illa Podendorf
Egg to Chick
Little Frog
Ten Little Caterpillars
Katie's Children, Watson
Chicken Little, Stella Nathan
What Do The Animals Say? - Grace Skaar
A Day on the Farm, Nancy Hulick
True Book of Farm Animals, John Luvellen
Make Way for Ducklings, Robert McCloskey
Everybody Eats

Films:
Guffy the Turtle
Animals are Different and Alike
Spotty, Story of a Fawn
Animals Protect Themselves
Brown Bear Goes Fishing
Zoo Animals in Rhymes
Mother Hen's Family
Animals in Autumn
Animals in Spring
Beavers at Work
Bear Country
Beaver Valley

Natures Half Acre
Care of Pets
Seal Island
Gray Squirrel
Animals in Winter
Billy Beaver
Jimmy Raccoon
Melvin Otter

Records:	Sounds of Animals Funny Animal Songs Zoo Songs

2. Field Trips:

   Detroit Zoo
   Upland Hills Farm
   Rattee Farm
   Pet Shop
   Museum of Natural History

3. Human Resources:

   Parents
   Conservation and wildlife manager
   Farmer
   School Custodian
   Parents - driving to farm

4. Activities:

   Frog Book
   Dioramas (shoe box)
   Building a barn and fence
   Making pet book

Activities Without Directions:

Pet Day
Clay Animals
Paper Mache Puppets
Animal paper bag puppets
Animal ABC books
Egg carton caterpillars and butterflies

UNIT TITLE: ANIMALS

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Animals' Needs: (food, protection, water, air)	Categorize a group of pictures - living and non-living: plants and animals Tell the living conditions of five animals Tell what animals eat Trace the food back to the green plant Match pictures of five animal parents and their babies Draw pictures of four (4) animals depicting protective means
Language Arts Writing Reading Listening Speaking	Dictate or write sentences about each picture in their frog book and protective covering book Orally partake in discussion, i.e., "If I could be an animal, I would be ...."

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Compare small animal with house plant List likenesses and differences on chart Have children bring in small pets for comparison of structures, eating habits, breathing, methods and locomotion Dioramas: showing various environments (desert, water, forest, jungle, etc.) Add plants to the diorama Field trip to farm in spring Incubation of eggs, hatching of chicks Visit from veterinarian or pet shop owner to discuss care of animals View film showing natural protection Field trip to Museum of Natural History Individual books Pet Day	Plant & Animal Pictures Primary Science Concept Charts on animals (I.M.C.) Books: *Everybody Eats* *Animal Babies* *Egg to Chick* *Big Frog* *Little Frog* *Ten Little Caterpillars* Films: Mother Hen's Family Guffy the Turtle Animals Protect Themselves Speaker: Veterinarian or pet shop owner
Make books Discussion of plants and animals Puppets	

UNIT TITLE: ANIMALS (Continued)

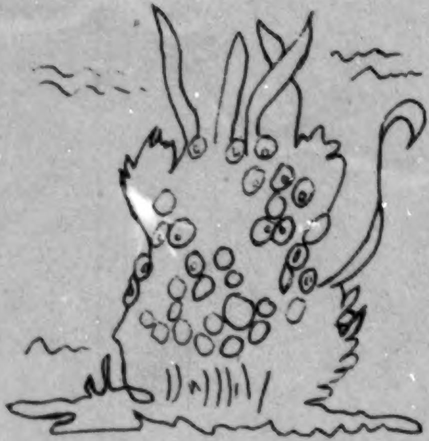
CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Graphing	Copy a group-produced graph depicting types of pets they have
Art	
Combining Separating Forming	Make a diorama (clay animals) Make a paper bag or paper mache puppet Make an egg carton caterpillar Make a waxed paper crayon butterfly

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Pet graph	
Same as objectives	

UNIT TITLE: ANIMALS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers	
People and their job roles:	
Service provided	List orally animal-related jobs, such as zoo keeper, vet, pet shop owner, farmer, curator
Good produced	
Tools workers use	List a tool appropriate to a job workers use with animals, example: Veterinarian - Stethoscope Zoo keeper - pail, shovel

Color, cut apart and make a booklet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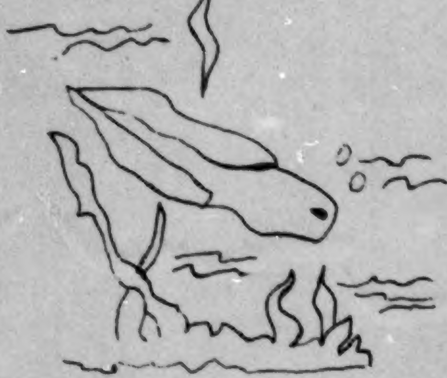
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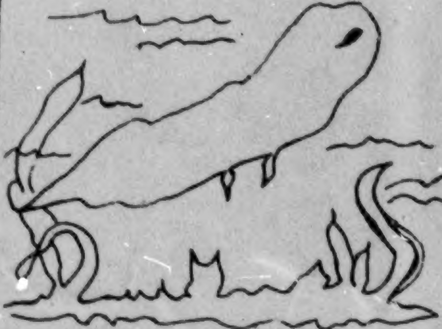
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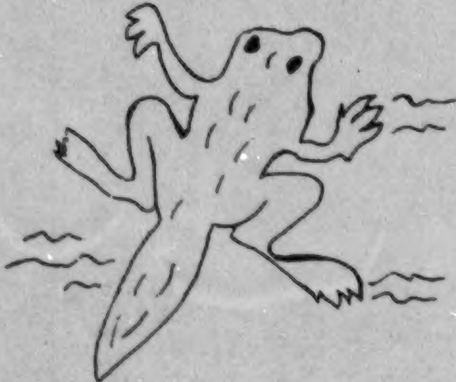
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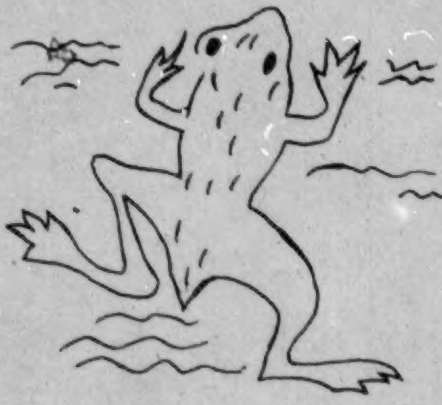
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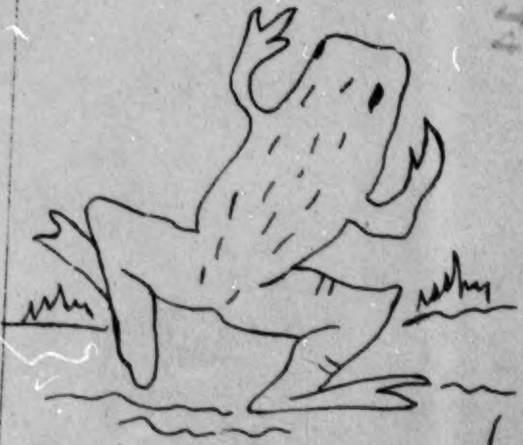
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METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
On going integration of unit	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DIORAMAS

II. ACTIVITY FORMAT:

A. Tools and Materials

shoe boxes
clay
construction paper
tempera paints
paste sticks

pipe cleaners
realia: stones
shells
twigs
etc.

B. Procedures for this activity (with helpful hints)

1. Discuss and read about various animal habitats.
2. Have children sign up for various habitats where an an animal might be found (desert, jungle, zoo, pet shop, farm, water, etc.).
3. Paint insides of boxes with appropriate scenes.
4. Construct clay and pipe cleaner animals, workers. NOTE: This involved at least 3 sessions.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Dioramas were labeled (Ex.: John's Zoo) and displayed.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING PET BOOKS

II. ACTIVITY FORMAT:

A. Tools and Materials

- pencils
- crayons
- drawing paper
- printing paper

B. Procedures for this activity (with helpful hints)

1. Make cover
2. Make pictures concerning care of pets
3. Add sentences about the picture
4. Put together for own books

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING A BARN AND FENCE

II. ACTIVITY FORMAT:

A. Tools and Materials

hammers
coping saws
pencils
yardstick

wood - thin plywood
nails
oil cloth
carpet tacks

B. Procedures for this activity (with helpful hints)

1. Plan size of barn to be made
2. Build side frame and roof frame
3. Assemble sides and roof
4. Cover frames with red oil cloth or paper for sides
5. Cover roof frame with black oil cloth or black paper

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: APPLE ORCHARD

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to create an understanding of what it takes to grow apples, what happens to them when they are picked, how some are sold for fruit and others are processed into other products.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:	Johnny Appleseed Finger Play Book Two Little Apples
Records:	Walt Disney
Films:	Johnny Appleseed

2. Field Trips:

   Zimmerman Apple Orchard

3. Human Resources:

   Parents to help with cooking

4. Activities:

   Caramel Apples
   Applesauce

Activities Without Directions:

Baked Apples

UNIT TITLE: APPLE ORCHARD

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts	
Creative writing	Dictate a story
Story telling	Tell a story using complete sentences
Sequence illustrating oral and written stories	Recall in sequence
Role playing	
Science	
Care of animals	Tell ways to care for animals
Simple tools	Identify simple tools
Math	
Measuring	Measure sugar and water properly
Fractions	Cut apples in halves and quarters

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Field trip Act out various occupations involved with an apple orchard Illustrate stories about trip	Zimmerman Apple Orchard
Make caramel apples Baked apples Make applesauce	Film: Johnny Appleseed Books: Johnny Appleseed Two Little Apples Finger Play Book

UNIT TITLE: APPLE ORCHARD (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers	
Functions of Work:	
Production	Identify those apple activities which produced products or provided services
Servicing	
Interdependence of other workers	Explain why people need to work together
Music	
Music appreciation	Recognize songs taught about apples
Finger plays	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

APPLESAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

knife
large pot
sugar
spice (your choice)

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Wash apples carefully, peel,core and cut in quarters. Put apples in pan and add enough water to cover half the apples. Cook until they are soft. Add 1 cup brown sugar to each 1-1/2 cups apples. Add desired spices (cinnamon or ginger).

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CARAMEL APPLES

II. ACTIVITY FORMAT:

A. Tools and Materials

caramels
milk
popsicle sticks
waxed paper
double boiler

B. Human Aides and Resources

Teacher and one mother helper

C. Procedures for this activity (with helpful hints)

1. Melt caramels in double boiler
2. Stir occasionally
3. Be sure to have lid on, they will melt faster
4. After they have melted, add enough milk for desired consistency for dipping apples
5. Put sticks in center of apples
6. Remove double boiler from hot plate
7. Dip apples into caramel mixture and let drip
8. Let apples set before eating

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: CANDY

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to learn about the many facets of candy making through the manufacture and packaging of candy. First and second graders will work together on this unit. Children will be involved in making and packaging of candy.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Your Wonderful Teeth - Schloat
Candy Man Language - Arts booklet

2. Field Trips:

3. Human Resources:

Parents and college students to assist with candy making
Candy maker

4. Activities:

Make Marshmallow Sparkles
Make Mint Wafers
Make Snowballs
Make Butter Mints

UNIT TITLE: CANDY

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts	
Sight vocabulary	Recognize new sight words
Creative Writing	Write a brief story about the candy making process or packaging
	Develop a candy advertisement
Social Studies	
Origin of candies	Tell where three candies studied originated
Candy likes and dislikes	State preferences for available candies
	State dislikes for available candies

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Work with candy making vocabulary Use candy making booklet stressing phonics and spelling Write creative stories about Charley and the Chocolate Factory (book by Raoul Dahl) Writing brief stories about candy making and packaging Plan a candy advertisement	
General discussion of candies and their origins Discussion of candies in general and why they appeal to one person and not to another Make a booklet showing candies in these categories: chocolates - mints - hard - jellies	

UNIT TITLE: CANDY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Liquid measurement	Measure accurately liquids and solids
Measurement of solids	Recognize and read fractions in a recipe
Science	
Tooth care	Describe dangers involved in exposing teeth to excess of sugars Tell the necessity for brushing teeth after eating sweets
Change of matter Heat affects matter	Discover the change in matter from liquid to solid to gas

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Work with liquid and solid measuring devices Read and follow candy recipes Make a variety of candies	
Compare a healthy tooth with one that has decayed Make a drawing showing how excess sugars destroy healthy teeth Read book - Your Wonderful Teeth by Schloat Use a candy recipe that requires heat to show how matter changes from liquid to solid to gas	

UNIT TITLE: CANDY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art Forming Combining Separating Planning a poster Attractive packaging	Develop a candy advertisement Make a simple poster
Careers Production of products in a candy industry	Discuss critically the jobs and processes involved with candy making and distribution

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Plan and develop an advertisement for an imaginary candy Make a class mural using any desired art medium to fantasize an imaginary candyland Make a simple poster	
Candy maker discussing his experiences as a candy man Visiting a candy making industry Class discussion of the jobs and processes involved with candy making and distribution Actual candy making	

MARSHMALLOW SPARKLES

Dip marshmallows in water - drain excess water on paper towel
Roll in dry jello - let dry
(food coloring added to jello)

- Food coloring
- Jello
- Marshmallows
- Waxed paper

Have center set up ahead to make small signs saying "a treat for you"
Have four groups - two groups for each recipe
Have two mothers to supervise

Assembly line -
1. Cut saran wrap - pull off and cut in half
2. Wrap candy
3. Punch holes in signs
4. Cut string
5. Put string through hole and tie onto saran wrap

BUTTER MINTS

3 T. soft butter
1/4 cup whipping cream
1/4 t. salt
1 t. vanilla
2 t. peppermint flavoring
1 pound powdered sugar

Blend all ingredients and knead till creamy or well mixed. Color with food coloring. Form into small balls (1/4 t.) and lay on waxed paper. Make all balls first, then press down with fork. Dry at least 2 days. Cover with waxed paper to keep clean.

MINT WAFERS

1 egg white
2-1/2 cups confectioners sugar
2 t. butter
1/2 t. peppermint flavoring

Combine ingredients in bowl. Mix till creamy. Tint in shades of yellow, pink and green. Knead with hands. Shape into 1-inch balls. Place on waxed paper and flatten with tines of a fork.

4 bowls
Spoons
Food coloring
Forks
Trays
Saran Wrap

SNOWBALLS

1 - 6 oz. pkg. semisweet chocolate pieces
1/3 cup evaporated milk
1 cup confectioners sugar
1/2 cup chopped walnuts
1 - 3-1/2 oz. can flaked coconut

Combine chocolate and milk in double boiler. Heat over hot water till chocolate melts, stirring to blend. Remove from heat - stir in confectioners sugar and nuts. Cool slightly, then form into 1-inch balls. Roll in coconut.

Double boiler
Spoons
Hot plate

RECIPES FOR THE ELEMENTARY SCHOOL CLASSROOM

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CANDIES

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Butterscotch Clusters

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Chocolate Clusters
Coconut Orange Balls
Cornstacks
Crafty Foods

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Fudge Nougat
Skillet Fudge
Easy Fudge
Peanut Butter Fudge

Haystacks

Lemon Clusters
Lollipop Clowns
Instant Lollipops

Marshmallows
Marshmallow Sparkles
Mashed Potato Candy
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Orange Coconut Balls

Cereal Peanut Bars
No-Bake Peanut Oatmeal Drops
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Peanut Brittle
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Vanilla Wafer Turtles

COOKIES

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Toasted Coconut-Date
Caramel Unbaked
Orange No Bake
Peanut Butter No-Bake
Raisin Griddle
Shoestring Potato
Strawberry Bakeless

Frypan Cookies

Mother Goose Cookies

Green Holly Cookies

Ginger Bread Men

SPECIALS

Sugar Plums

Cereal Christmas Trees

No-Bake Chocolate Rolls

Turkey Triangles

Doughnuts

Orange Cranberry Mold

CRAFTY FOODS

RICE MOSAICS

Color uncooked rice with food coloring. Let dry. Using Elmer's Glue, outline picture or design in colored yarn, and fill in with colored rice.

CEREAL MOSAICS

Follow directions for rice mosaics, substituting dry cereals for rice, we found the variety packs of cereal fun to use.

FINGER PAINTING

Use instant pudding, follow package directions to make it. It's fun even to clean up. Let dry overnight.

Use condensed milk tinted with food coloring too.

PAINTING

How about using mustard, catsup, grape juice, beet juice, worchestershire sauce, etc., etc.

How about printing with fruits and vegetables!

Food coloring dyed water makes a good paint too!

How about tasting parties for likeness and differences in color, texture, size and feel and taste.

A jam and jelly party
A cheese party
A sweet and sour party
An uncooked and cooked party (foods before and after they are cooked)

How about making lollipops to introduce or reinforce the sound and symbol "L". How about making marshmallow turtles, caramel turtles, or chocolate turtles to introduce or reinforce the sound and symbol "m".

Have fun, be creative with foods and cooking.

CARAMEL CORN

Stir 28 caramels and 2 tbsp. hot water over hot water until smooth. Pour over 5 cups popped corn, Kix or Cheerios. Mix gently until blended. Drop by spoonfuls onto waxed paper.

SKILLET FUDGE

- 2 squares unsweetened chocolate, chopped
- 1-1/2 c. sugar
- 2 tbsp. margarine
- 2 tbsp. butter
- 7 tbsp. milk
- 2 tbsp. white corn syrup
- 1 tsp. vanilla

Combine all ingredients in heavy 12-inch skillet. Bring to a hard boil and boil 1 minute. Cool for 5 minutes. Beat until it loses most of its gloss. Pour into greased 8 x 8 inch pan. Cut into squares.

MINT WAFERS

- 1 egg white
- 2-1/2 c. confectioners' sugar
- 2 tsp. butter
- 1/2 tsp. peppermint flavoring

Combine ingredients in mixing bowl. Mix until creamy. Tint in shades of delicate yellow, pink and green. Knead with hands. Shape into 1 inch balls; place on waxed paper and flatten with tines of a fork.

CEREAL - PEANUT BARS

- 1/2 c. light corn syrup
- 1/4 c. brown sugar
- Dash salt
- 1 c. peanut butter
- 1 tsp. vanilla
- 2 c. rice crisp cereal
- 1 c. corn flakes slightly crushed
- 1 6 oz. pkg. semisweet chocolate pieces

Combine syrup, sugar, and salt in saucepan; bring to a full boil. Stir in vanilla, cereals, and chocolate pieces. Press into a buttered 9 x 9 x 2 inch pan. Cool 1 hour. Cut in small bars.

FRYPAN COOKIES

- 1 c. sugar
- 2 eggs, well beaten
- Dash salt
- 1-1/2 c. chopped dates
- 1 tsp. vanilla
- 3/4 c. chopped walnuts
- 2 c. Rice Krispies
- Coconut

Mix first 4 ingredients; place in greased electric frypan set on low heat. Cook until thickened, stirring constantly, about 10 minutes. Cool slightly; add next 3 ingredients. Make into balls; roll in coconut.

SNOWBALLS

- 1 6 oz. pkg. semisweet chocolate pieces
- 1/3 c. evaporated milk
- 1 c. confectioners' sugar
- 1/2 c. chopped walnuts
- 1 3-1/2 oz. can flaked coconut

Combine chocolate and milk in double boiler; heat over hot water till chocolate melts, stirring to blend. Remove from heat; stir in confectioners' sugar and nuts. Cool slightly, then form in 1 inch balls; roll in coconut. Makes 24.

MOTHER GOOSE COOKIES

2 cups of the first thing that little girls are made of (Sugar)

1/2 teaspoon of the second thing that little girls are made of (Spice, Ginger or Cinnamon)

1 teaspoon of soda

1 teaspoon of salt

2 Humpty Dumpties (Eggs)

1 cup of what Miss Muffet was eating (Milk)

1 cup of the third thing that little girls are made of (Nuts, raisins or chocolate chips)

1 cup of the thing that little Red Hen went to the mill to fetch (Flour)

1 cup of the thing that Jack Spratt could not eat (Fat)

Bake at 350 degrees

Yield: This makes enough for 60 children - or about two cookies each

DATE BALLS

[illegible] c. Rice Krispies
1/2 c. chopped nuts
1 T. butter
3/4 c. sugar
2 eggs - unbeaten
1-1/2 c. chopped dates

Mix Rice Krispies and nuts together. Melt butter, add sugar, dates and eggs. Heat and cook stirring constantly for 8 to 10 min., mashing dates as they cook. Pour hot mixture over Krispies. Shape into balls and roll in flaked coconut.

NO-BAKE PEANUT BUTTER COOKIES

1/2 c. Karo syrup
1/2 c. sugar
1 c. peanut butter
2 c. Special K cereal or other dry
  similar cereals

Bring syrup and sugar to boil. Remove from heat and stir in peanut butter. Add cereal and drop by spoonfuls onto waxed paper.

ORANGE NO-BAKE COOKIES

3/4 box powdered sugar
1 1-lb. pkg. vanilla wafers, crumbled
1 stick oleo or butter, melted
1 c. chopped nuts
1 6 oz. can frozen orange juice
1 can coconut

Mix all ingredients except coconut in a large bowl with hands. Shape cookies and roll in coconut. Yield: 3 doz.

SHOESTRING POTATO COOKIES

2 6 oz. pkgs. butterscotch chips
3 T. peanut butter
1 4 oz. can shoestring potatoes
1 c. chopped nuts

Shoestring (con't)

Melt butterscotch chips and peanut butter. Pour over potatoes and nuts. Mix gently. Drop onto waxed paper cookie sheet by teaspoonfuls. Place in freezer to set. Remove from freezer as soon as firm.

CHOCOLATE HAYSTACKS

1 cup granulated sugar
1/3 c. cocoa (regular type-dry)
1/2 c. milk
3-1/2 c. quick-cooking rolled oats
1 c. flaked coconut
1/2 c. chopped walnuts
1/2 t. vanilla
dash salt

In saucepan bring first 4 ingredients to a full boil. Remove from heat and stir in remaining ingredients. Drop quickly from teaspoon onto waxed paper. Cool. Yield: 4 doz.

TOASTED COCONUT-DATE COOKIES

1/2 c. butter
1 8 oz. pkg. dates - chopped
1 c. sugar
2 eggs - slightly beaten
1/2 c. chopped maraschino cherries
1 c. chopped nuts
3 c. Rice Krispies
1/2 t. salt
1 t. vanilla
1 pkg. toasted coconut

Melt butter in heavy pan and add dates, sugar and eggs. Mix. Cook until thick, stirring till cool. Add cherries, nuts, Rice Krispies, salt and vanilla; shape in small balls. Roll in coconut. Store in cool place. Yield: 36 cookies.

CORNSTACKS

1 pkg. vanilla & chocolate caramels
1/4 c. Crisco
3/4 c. chopped peanuts
6 c. corn flakes
2 or 3 doz. pieces of candy corn

In large pan combine caramels and Crisco. Stir over low heat until candy melts and mixture is blended. Remove from heat. Stir in peanuts. Add cereal and mix thoroughly. Shape into clusters while warm. Place on waxed paper. Insert a candy corn in center of each. Cool.

MARSHMALLOW SPARKLES

Red food coloring
Strawberry or Raspberry jello (1/2 pkg.)
Marshmallows - large

Add food coloring a few drops at a time, to jello, mixing well to obtain desired color. Dip a few marshmallows by hand into water. Drain excess moisture by shaking into paper toweling. Roll marshmallow in colored jellp and allow to dry thoroughly.

HAYSTACKS

2 pkg. butterscotch morsels
1 3 oz. can chow mein noodles
1 c. chopped peanuts

Melt butterscotch morsels in top of double boiler over low heat. Mix with noodles and peanuts. Drop onto waxed paper. Let stand until firm.

Abbreviations: pkg. equals package
oz. equals ounces
c. equals cup
tbsp. equals tablespoon
lb. equals pound

ORANGE COCONUT BALLS

1 6 oz. can frozen orange juice, thawed
1/4 lb. butter or margarine
1 12 oz. box vanilla wafers (crushed fine)
1 box confectioners sugar
Shredded orflaked coconut

Blend all ingredients together thoroughly; roll into 1/2 inch balls. Roll balls in coconut.

LOLLIPOP CLOWNS

3 c. granulated sugar
3/4 c. light corn syrup
3 tbsp. vinegar
1/3 c. boiling water
1/4 c. butter or margarine
dash salt
Wooden skews
Fruit-flavored hard candy circles

Combine sugar, corn syrup, vinegar, and water; stir until sugar dissolves Cook to hard crack stage (300 degrees.) Remove from heat; add butter and salt. Cool until mixture thickens slightly. Quickly drop from tablespoon over skewers placed 5 inches apart on greased cookie sheet. Make faces with candy circles.

LEMON CLUSTERS

Make Puddin' Candy except use lemon pudding - omit vanilla and 1 c. flaked coconut in place of peanuts.

CHOCOLATE NUT PILLOWS

1 6 oz. pkg. semisweet chocolate pieces
1 tbsp. shortening
1/2 c. peanut butter
2 tbsp. confectioners sugar
3 c. spoon-size shredded wheat biscuits
1/2 c. finely chopped peanuts

Melt chocolate pieces and shortening over boiling water. Stir in peanut butter and sugar. Coat biscuits in chocolate; shake off excess. Roll in nuts. Cool on rack, makes about 3 cups.

MARSHMALLOWS

- 2 envelopes Knox gelatin
- 1 c. granulated sugar
- 1 c. light corn syrup
- 1 egg white

Soften gelatin in 1/2 c. cold water. In saucepan, combine sugar, syrup and 1/3 c. water. Cook to soft ball stage (240 degrees) stirring only until sugar dissolves. Remove from heat. Stir in gelatin to dissolve. Let cook 10 minutes. Beat egg white to stiff peaks. Slowly add the syrup beating on high speed of mixer till candy stands in soft peaks. Cover bottom of pan with brown paper. Sprinkle on the paper about 3 T. of cornstarch mixed with 3 T. powdered sugar. Pour candy onto cornstarch-sugar mixture. Let stand overnight. Sprinkle top with mixture of cornstarch mixed with powdered sugar (3 T.). Cut with moistened knife. Roll edges in cornstarch-sugar mixture.

CARAMELS

- 1 c. butter or margarine
- 1 lb. brown sugar
- dash salt
- 1 c. light corn syrup
- 1 can Eagle Brand milk (15 oz.)
- 1 t. vanilla

Melt butter in large saucepan. Add sugar and salt and stir well. Add corn syrup and mix well. Gradually add the milk, stirring constantly. Cook and stir over medium heat to firm ball stage (245 degrees)-takes about 15 min. Remove from heat, stir in vanilla and pour into buttered pan. Cool. Cut into squares.

EASY FUDGE

- 4 c. granulated sugar
- 1 can evaporated milk (14-1/2 oz.)
- 1 c. oleo or butter
- 1 pkg. chocolate chips (12 oz.)
- 1 pt. marshmallow creme
- 1 t. vanilla
- 1 c. broken walnuts

In a heavy pan, combine sugar, milk and butter. Cook over medium heat to soft ball stage, stirring often. Remove from heat. Add chocolate chips, marshmallow creme, vanilla and walnuts. Beat until chocolate is melted and blended. Pour into buttered pan - cool - cut into squares.

PEANUT BUTTER FUDGE

- 2 c. granulated sugar
- 2/3 c. milk
- 1 c. marshmallow creme
- 1 c. chunky peanut butter
- 1 pkg. chocolate chips (6 oz.)
- 1 t. vanilla

In a heavy pan, combine the sugar and milk. Stir until the sugar melts. Cook to soft ball stage. Remove from heat. Stir in the marshmallow creme, peanut butter, chocolate chips and vanilla. Blend well. Pour into buttered pan. Cool. Cut into squares.

ENGLISH TOFFEE

- 3 t. water
- 1 c. sugar
- 2 sticks oleo
- 1 t. vanilla
- 5 regular size chocolate bars

Cook sugar, water and oleo until light medium brown (stir while cooking). It will sort of follow your spoon around the pan. Remove from heat and add vanilla. Spread on a buttered cookiesheet. Place chocolate bars on it and spread when softened. After it is cooled you can break apart with your hands.

CHOCOLATE NO-BAKE COOKIES

2 c. sugar
1/4 c. cocoa
1/2 c. milk
2 c. minute oats
1 t. vanilla
1/2 t. salt
1/2 stick oleo or butter
1/2 c. peanut butter
1/2 c. coconut or 1/2 c. broken nutmeats

Mix sugar, salt and cocoa in saucepan. Add milk and butter and bring to boil. Boil for 1 min. and 30 sec. Add remaining ingredients and mix well. Drop by spoonfuls onto waxed paper and chill. Yield: 2-1/2 doz.

STRAWBERRY DIVINITY

2 egg whites
1 pkg. strawberry jello
3 c. sugar
3/4 c. light corn syrup
3/4 c. water
1/2 c. grated coconut
1 c. chopped nuts

Beat egg whites until fluffy; add jello. Beat until mixture holds a definite peak. In saucepan, mix sugar, syrup and water. Cook to boiling, stirring constantly. Reduce heat and continue cooking, stirring occasionally until mixture reaches 250 degrees on candy thermometer. Pour into egg whites in a very thin stream, beating constantly. Continue to beat until candy holds shape and loses its gloss. Stir in coconut and nuts. Quickly drop from teaspoon onto greased cookiesheet. Any flavor jello may be used. Yield: 5 doz.

PEANUT CEREAL CANDY

3 c. crisp rice cereal
1 c. salted peanuts
1/2 c. granulated sugar
1/2 c. light corn syrup
1/2 c. peanut butter
1/2 t. vanilla

Peanut Cereal Candy (con't)

Mix cereal and peanuts; set aside. Combine sugar and syrup. Cook, stirring constantly, till mixture comes to a full boil. Remove from heat. Stir in peanut butter and vanilla. Immediately pour syrup over cereal mixture, stirring gently to coat. Pat cereal evenly into buttered 8 x 8 x 2 inch pan. Cool; cut in 1 by 2 inch bars. Makes 32 bars.

MASHED POTATO CANDY

1/2 c. mashed potatoes
1 lb. confectioners sugar
1/2 c. peanut butter

Mix warm mashed potatoes with sifted sugar. Roll in oblong shape and spread with peanut butter. Roll up like a jelly roll and cut in slices.

SUGAR PLUMS

1/2 c. butter
5 c. confectioners sugar (unsifted)
1/4 c. whipping cream
1 t. vanilla

Cream butter thoroughly. Add sugar slowly and continue beating until mixture is light and crumbly. Add cream and vanilla. Beat until completely blended. Shape and decorate as desired.

Roll them in coconut, chopped nuts, colored sugars, etc. Color them with liquid food coloring. Shape them as balls, ovals, letters, numbers, squares, triangles, candy canes, etc.

Center them - with fruits, nuts, raisins, mints, chocolate chips, candies.

Flavor batter with 1 t. maple flavoring, 1 t. peppermint, 1 t. lemon extract or 1 t. rum flavoring instead of vanilla.

NO-BAKE CHOCOLATE ROLLS

1 egg
1-1/4 c. confectioners sugar
1/2 t. vanilla
4 squares semisweet chocolate
1 c. chopped walnuts
1/2 pkg. miniature marshmallows
Coconut, flaked

Beat egg, add confectioners sugar, butter and vanilla. Melt chocolate over hot water and add to mixture. Add nuts and marshmallows, stir. Make into 3 rolls on coconut sprinkled waxed paper, coating each roll. Refrigerate and slice when cold. Keep cold - do not freeze.

PEANUT BRITTLE

2 c. granulated sugar
1 c. light corn syrup
1/2 c. water
1 c. butter or margarine
2 c. peanuts
1 t. soda

Combine sugar, syrup and water in 3 qt. saucepan and stir till sugar dissolves. When syrup boils, blend in butter. Stir frequently after mixture reaches the syrup stage (230°). Add nuts when the temperature reaches soft-crack stage (280°) and stir constantly till temperature reaches the hard-crack stage (305°) Remove from heat. Quickly stir in soda, mix thoroughly. Pour onto two cookie sheets. As candy cools, stretch it out thin by lifting and pulling from edges, using two forks. Loosen from pans as soon as possible; turn candy over. Break into pieces.

PUDDIN' CANDY CLUSTERS

1 pkg. (3 oz.) vanilla mix
1 c. sugar
1/2 c. evaporated milk
1 T. butter or margarine
1 c. salted peanuts
1/4 t. vanilla

Blend dry pudding mix and sugar in 2 qt. saucepan. Stir in evaporated milk. Add butter. Cook and stir over medium heat and boil gently 3 min., stirring constantly. Remove from heat; stir in peanuts and vanilla. Beat immediately - it will become somewhat dull. Drop by the tablespoonfuls on waxed paper. Yield: 24 clusters.

CHOCOLATE CLUSTERS

Make Puddin' Candy except use 1 pkg. of chocolate pudding and chopped walnuts in place of vanilla pudding and peanuts.

BUTTERSCOTCH CLUSTERS

Make Puddin' Candy except use 1 pkg. of butterscotch pudding and whole pecans in place of vanilla pudding and peanuts.

CARAMEL TURTLES

144 small pecan halves (about 1 cup)
36 light caramels
1/2 c. semisweet chocolate pieces,
  melt.

Grease cookie sheet. On it arrange pecan pieces, flat side down, in groups of 4. Place one caramel on each cluster of pecans. Heat in slow over (325 degrees) till caramels soften, about 4 to 8 min. Remove from oven; with buttered spatula, flatten caramel over pecans. Cool slightly; remove from pan to waxed paper. Swirl melted chocolate on top.

VANILLA WAFER TURTLES

Use two cookies for each turtle. Frost underside and attach legs of elbow macaroni. A toothpick doubles for a tail and anchor for head of gumdrop. Frost between two cookies to hold toothpick.

Frosting: Mix one cup confectioners sugar and 1 t. milk until smooth.

CARAMEL CHEWS

Place 36 vanilla caramels and 3 T. light cream in top of a double boiler over simmering water; heat until caramels melt; stir occasionally. Toss together 1 c. corn flakes, 2 c. crisp rice cereal, 1 c. flaked coconut, 1/2 c. chopped walnuts, and 1/2 c. raisins. Pour caramel mixture over. Mix thoroughly. With buttered fingers, press rounded tablespoons of mixture lightly into balls. Place on waxed paper. Makes about 4 doz. cookies.

UNBAKED CARAMEL COOKIES

In a large saucepan, combine 2 cups granulated sugar, 3/4 cup butter, and 1 6 oz. can evaporated milk. Bring mixture to a running boil, stirring frequently. Remove from heat and add one 4 oz. pkg. instant butterscotch pudding mix and 3-1/2 cups quick cooking rolled oats; mix together thoroughly. Cool 15 minutes; drop dough from teaspoon onto waxed paper. Makes 5 doz. cookies.

CHOCOLATE HAYSTACKS

2 c. granulated sugar
1/3 c. cocoa
1/2 c. milk
1/2 c. butter
3-1/2 c. quick cooking rolled oats
1 c. flaked coconut
1/2 c. chopped walnuts
1/2 t. vanilla
dash salt

Chocolate Haystacks (con't)

In saucepan bring first 4 ingredients to a full boil. Remove from heat. Stir in remaining ingredients. Drop quickly from teaspoon on waxed paper; cool. Makes about 48 cookies.

FUDGE NOUGAT

2 c. sugar
1/2 c. butter
1 c. evaporated milk
3/4 c. flour
1 c. graham cracker crumbs
1 6 oz. pkg. chocolate morsels
1/3 t. vanilla
3/4 c. chopped nuts

In a saucepan combine sugar, butter and milk. Bring to a boil, stirring constantly. Boil for 10 minutes or until soft ball stage. Remove from heat; immediately add flour, graham cracker crumbs and chocolate morsels. Stir until chocolate is melted. Add vanilla and nuts. Spread into 8 x 13 inch pan. Sprinkle chopped nuts over top or cool and top with powdered sugar. Cut into squares.

INSTANT LOLLIPOPS

2 pkg. 3 oz. flavored jello
2 T. water
wooden coffee stirrers

Butter two cookiesheets, place six sticks evenly spaced on each sheet. In small heavy saucepan, combine jello and water. Heat over very low heat stirring until mixture is melted. Simmer 5 minutes. Remove from heat and working quickly, drop mixture by tablespoons on top of each stick on cookie sheet. If double batch is made with different flavors of jello, remaining jello can be used to decorate other colored lollipops.

GREEN HOLLY COOKIES

30 large marshmallows
1/4 lb. margarine
1-1/2 t. green food coloring
4 c. cornflakes
red cinnamon candies

Melt marshmallows and margarine in top of double boiler. When dissolved, add green food coloring. Pour over cornflakes in a large bowl being careful to cover each flake thoroughly but not crushing the flakes. Drop by small clusters on waxed paper, making wreaths. Add red candies to look like holly trims.

CEREAL CHRISTMAS TREES

3 T. butter
32 large marshmallows
1/2 t. vanilla
1/2 t. green food coloring
4 c. Cheerios cereal
small gumdrops

In large saucepan heat butter and marshmallows over low heat stirring constantly until marshmallows are melted. Remove from heat; stir in vanilla and food color. Fold in cereal until evenly coated.

On waxed paper quickly shape warm mixture with buttered hands into Christmas tree shapes, using about 1/4 c. mixture for each cookie-size tree. For ornaments cut gumdrops into slices and press onto trees.

BAKELESS STRAWBERRY COOKIES

1 can Eagle Brand milk
2 boxes strawberry jello powder
1 lb. coconut

Mix all together and let set in refrigerator 2 hours. Shape into roll and wrap in waxed paper. Cut in small pieces and roll in one box raspberry jello powder. Make in round or strawberry shapes. Make green paper leaves.

CARAMEL FUDGE BALLS

1/2 c. oleo
1/4 t. vanilla and a little salt
4-1/2 c. confectioners sugar
1/2 c. caramel topping
nuts - chopped

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

ELECTRIC SKILLET PEANUT BRITTLE

3 c. sugar
1 c. salted peanuts
1/2 t. soda

Place sugar in electric skillet heated to 400 degrees. Stir until melted and light brown. Turn off heat; stir in peanuts until blended. Stir in soda; pour quickly into buttered cookie sheet. Cool. Break into pieces.

CARAMEL FUDGE BALLS

1/2 c. oleo
bit of salt
1/2 c. caramel topping
1/4 t. vanilla
4-1/2 c. confectioners sugar
nuts, crushed

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

DOUGHNUTS

Open a package of Puffin Buttermilk Biscuts and separate the biscuits. Let them rise a little. Heat cooking oil over medium heat. Push a hole into center of biscuits. Place in cooking oil. Dough should brown quickly and expand about twice its size. Turn. Remove from oil. Place in bag with granulated sugar, sugar and cinnamon or powdered sugar.

RAISIN GRIDDLE COOKIES

3-1/2 c. sifted flour
1 c. sugar
1-1/2 t. baking powder
1 t. salt
1/2 t. baking soda
1 t. nutmeg
1 c. shortening
1 egg
1/2 c. milk
1-1/4 c. raisins

Sift dry ingredients together into bowl. Cut in shortening until mixture is mealy.

Beat egg, add milk and blend. Add egg mixture and raisins to flour mixture. Stir until all the ingredients are moistened and dough holds together.

Roll on lightly floured board to 1/4" thickness. Cut with 2" cookie cutter.

Heat griddle until a few drops of water dance on it. (Do not overheat griddle.) Oil griddle lightly and place cookies on it. As the bottoms brown, the tops become puffy. Then turn and brown on other side. Serve warm.
Variation: To make Lemmon Griddle Cookies, omit raisins and add 1 t. grated lemon rind.

TURKEY TRIANGLES

Open an 8 oz. tube of refrigerated Crescent Dinner Rolls and separate them into 8 marked triangles. Place a folded piece of thinly sliced turkey on the wide end of each triangle. Add a dab of butter and roll each triangle up, starting at the wide end. Place on ungreased cookie sheet and bake 10-15 minutes at 375 degrees.

ORANGE CRANBERRY MOLD

Dissolve a 3 oz. pkg. of orange jello in 1 cup of hot water. Add 1/2 cup orange juice and 1 lb. can of whole cranberry sauce. Chill until firm. We make individual molds in 5 oz. paper juice cups.

NO BAKE PEANUT OATMEAL DROPS

Mix 1 cup of sugar, 1/4 cup of butter, 1/3 cup of evaporated milk in saucepan. Bring to rolling boil, boil 3 minutes, stirring frequently. Remove from heat. Stir in 1 cup of peanut butter, 1/2 t. vanilla, 1 cup rolled oats and 1/2 c. Spanish peanuts. Drop by tablespoons onto waxed paper. Let stand until set.

CAUTION: Beware of cooking candy in damp or humid weather. Candy becomes quite thick.

GINGERBREAD MEN *

Helen Barker, Inverness, Florida

My kindergarten's tastiest project is the gingerbread men they make and bake themselves. We start by reading the familiar Gingerbread Man, then draw and paint our own. After a few days of dramatization and records, we decide it's time to make a "real" gingerbread man. Each child models his own from clay. No two will look alike but all are perfect gingerbread men!

On baking day, I mix the dough at home but you can do it with your students. The recipe is simple. The dough is easy to work with so the children can take their time modeling their men. We use raisins and M & M's (which melt in your mouth and not in the oven) for eyes, noses and buttons. Place each gingerbread man on the dull side of aluminum foil and print the child's name on the foil since baking may render a cake unrecognizable.

Put the gingerbread men on cookie sheets and bake. If you do not have an oven available at school, perhaps a mother living near the school would bake them for you. The following recipe is enough for 25 gingerbread men.

3/4 cup shortening
3/4 cup sugar
3/4 cup light molasses
3/4 tablespoon vinegar
1 beaten egg
4-1/2 cups flour
3/4 teaspoon salt
3/4 teaspoon soda
3/4 teaspoon cinnamon
3/4 teaspoon ginger (optional)

Mix moist ingredients well. Add dry ingredients. With your hands shape into men. Bake at 375 degrees for 12 to 15 minutes.

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* Taken from: Teacher, December 1972, p. 90.

BUTTER MINTS

3 T. soft butter
1/4 c. whipping cream
1/4 t. salt ,
1 t. vanilla
2 t. peppermint flavoring
1 lb.powdered sugar

Blend all ingredients and knead till creamy or well mixed. Color with food coloring. Form into small balls (1/4 t.) and lay on waxed paper. Make all balls first, then press down with fork. DRY AT LEAST 2 DAYS. Cover with waxed paper to keep clean.

Mr. Candy Man

Spelling

NAME ______________________

DATE ______________________

I am very popular.
I am good to eat.
I give you quick energy.
I am made up mostly of sugar
and water.
I can be changed by adding
other ingredients.
I have over 20,000 brothers
and sisters, but there are
only ten main types of us.
The most popular type in my
family is chocolate.
Can you guess who I am???

CANDY!!!

Practice your new words.

1. popular
2. other
3. sugar
4. made
5. ten
6. eat
7. over
8. family
9. guess
10. candy

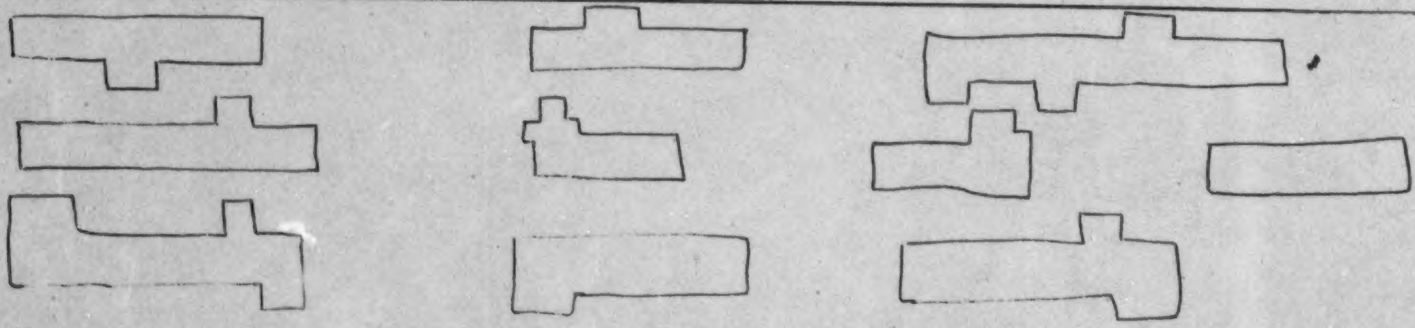
Draw a picture of your family making candy.

Unscramble these words.

gusra
vore
nte
usesg
uappolc
tea
alyfmi
teohc
dcayn
deam

Put your words in ABC order

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.



Find these words:

boil
butterscotch
candy
chocolate
eat
energy
family
fudge
good
guess
heat
made
mints
other
over
popular
sucker
sugar
ten
water

B O I L W X E A T Z S O
B U M Q D W D N E H U H
F O T H E R A J N E C H
A C S T N I M C R A K G
M H C R E T A W A T E D
I O R K H R N F L N R D
L C S C G U S K U L D Q
Y O E G D U F C P Q Q Y
L L Y P G G E D O W Z Q
V A M A T Y O S P T R J
F T R Y S O Q B S X C Z
T E Q X G E N E R G Y H

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: CHRISTMAS

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to:

Create an awareness in children that job activities alter in direct relationship to seasonal requirement.

Give children a non-commercial view of how various countries celebrate winter holidays; to compare celebrations and relate their own to others.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Let's Visit The Bakery
How We Get Our Mail
Let's Visit The Post Office

1972 Sears Holiday Coloring Book
Jefferson International Holiday Fair

2. Field Trips:

Bakery
Post Office
Christmas Tree Lot
Room to Room Visit

3. Human Resources:

Exchange student
Baker

4. Activities:

Make Candy
Print Christmas cards and notes
Make Candles
Make Hot Plates
Felt puppets
Christmas toys

Activities with no directions:

Make Cookies
Make Christmas book

UNIT TITLE: CHRISTMAS

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Linear measurement Liquid measurement	Count materials in groups of ten Measure material to length with ruler Measure material to volume with cup
Social Studies Human relations Job market expansion Religious and ethnic customs	State difference between Jewish and Christian customs Tell what customs change in direct relationship to ethnic background List what jobs are created by seasonal activity Identify that orderly procedure is necessary in producing a product

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Measuring for necessary activities	
Field trip: Bakery, post office, Christmas tree lot Make own Christmas and Hannukah cards. Identify customs, clothing and foods according to country	

UNIT TITLE: CHRISTMAS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts Creative writing Poetry Choral verse Verbal discussion, reading Vocabulary expansion	Relate and apply dramatics to what they read or hear Compose letters to gain information Write story: Christmas is......... Snow is............. Help contribute to a Christmas Alphabet book
Science Physical property changes Ecological growth of Christmas tree Seasonal change (weather conditions)	Explain that when heat is applied to an object, it changes form Tell the development of Christmas trees Recognize that weather conditions are different during the same season Explain transportation governed by geographical peculiarities

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Role playing Santa's workshop elves One student read recipes while others mix ingredients	
Note chemical changes in some recipe ingredients (yeast)	

UNIT TITLE: CHRISTMAS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers	
Job functions	Observe and follow etiquette of group discussion
Service or product	Examine how geographic location and seasonal celebrations affect employment
Increase of personnel and products during holiday seasons	
Art	
Cutting	Cut material
Pasting	Trace design
Customs	Paste
Decorations	Design a Christmas card and note paper
	Illustrate poem
	Illustrate growth of Christmas tree

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Role playing: Cooks helping Mrs. Santa Act out clerking Act out jobs involved in growth of Christmas tree	
Make bulletin board for Christmas and Hannukah	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS TREE HOT PLATES (used to put hot pans on)

II. ACTIVITY FORMAT:

A. Tools and Materials

felt
bottle caps (kind used with bottle opener)
calico material
glue
scissors

B. Human Aides and Resources

Teacher
Mothers

C. Procedures for this activity (with helpful hints)

1. Cut felt in shape of Christmas tree (6" x 8")
2. Cut round pieces of material - enough to cover bottle caps
3. Tuck ends of material inside bottle cap and glue
4. When dry, glue on tree as ornaments

Hints:
1. Felt trees were pre-cut by mother helpers
2. Circle pattern used when cutting out calico material
3. Make sure caps are covered with material
4. Make sure caps are securely glued on felt

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDY MAKING (use small groups)

II. ACTIVITY FORMAT:

A. Tools and Materials

sugar
clear Karo syrup
flavoring oil
food coloring
hot plates
sauce pans
opt. powdered sugar
hot pads
measuring cups and spoons
wooden spoons
tea kettle
candy thermometer
tin foil

B. Human Aides and Resources

mother helpers

C. Procedures for this activity (with helpful hints)

Recipe

2 cups sugar   1/2 cup Karo syrup
1/2 cup water   1/4 t. flavoring
1 t. food coloring

Stir until sugar is dissolved. Don't stir again until mixture reaches desired temperature of 350 degrees on candy thermometer. Remove from heat - rapidly stir in 1/4 t. desired flavoring and 1 t. coloring. Pour on sheet of foil and let harden. Break into small pieces and add sugar. Boiling water used for cleaning of pan.

Hints: Each child should be very familiar with procedure and each group had copy of recipe. Let adult break candy.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS TOY (Pill-in-the-box)

II. ACTIVITY FORMAT:

A. Tools and Materials

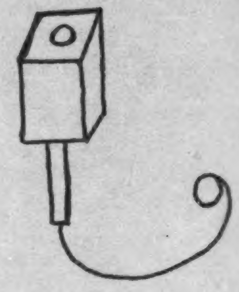
shand drills
saws
hammer
wood (pine) 2x2x3 or 4 (precut)
dowels
string
beads
tacks

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

1. Drill one large hole in one end
2. Drill one small hole in the other end
3. Saw dowel (4 in.)
4. Glue dowel in small hole
5. Decorate and varnish
6. Attach string with tacks and bead



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

FELT PUPPETS

II. ACTIVITY FORMAT:

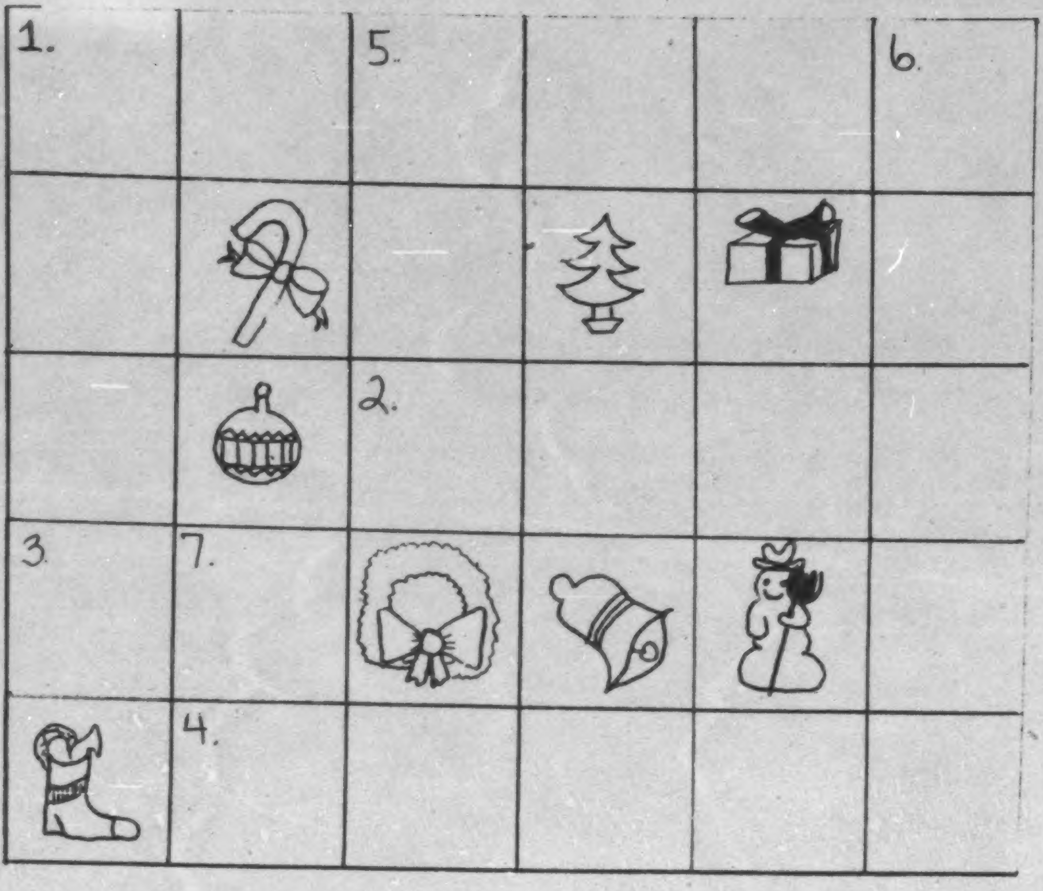
A. Tools and Materials

felt - precut to shapes
needle
yarn

B. Procedures for this activity (with helpful hints)

1. Sew two green tree-shaped pieces of felt together with red yarn leaving an opening for the hand
2. Glue on facial features and star, trunk and pot

Name____________



Across

1. A holly ______

2. ____ the stocking

3. Santa's laugh, ho, __

4. _____ New Year

Down

1. Make a ____

5. Santa's helper

6. Boughs of _____

7. __ goody!

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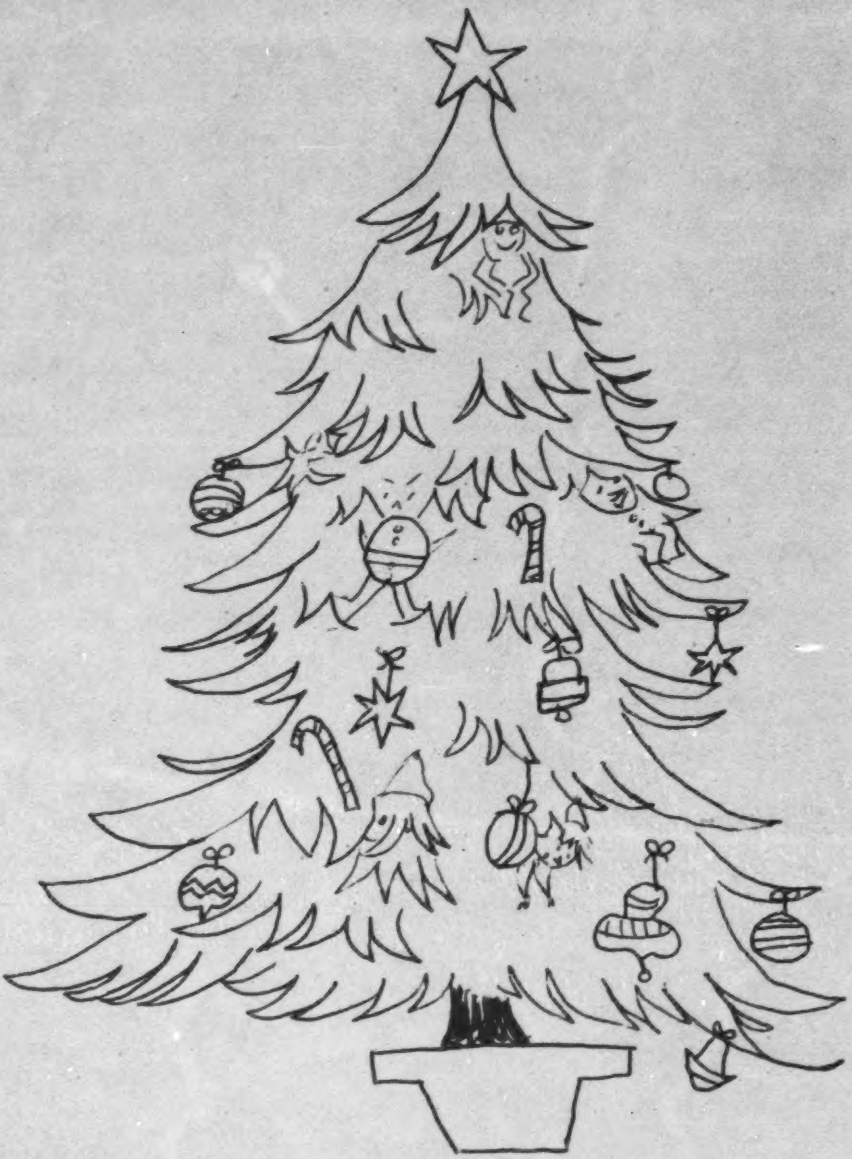
fill
wish
elf
holly
oh
ho
wreath
happy

Name ______________________



Six of Santa's elves are hidden on the tree. Can you find them? Color the elves red. Color the tree green. Color the decorations other colors.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS CARDS AND NOTES

II. ACTIVITY FORMAT:

A. Tools and Materials

wood
plastic wrap
T-square
envelopes
pencils
rulers
dremel saw
paper
tubes (bike or auto)
twine
glue
weights

B. Human Aides and Resources

Mother helper

C. Procedures for this activity (with helpful hints)

1. Teach how to measure with linear ruler and "Square" (more correctly "right") angle
2. Child measures 4" off a 1' board - place a dot - apply T-square to draw line for block - with supervision,cut off piece of wood
3. Child draws a design on manila paper, sized same as block
4. Child cuts design out of rubber and glues to block - cover with plastic wrap - place weight on top of design and leave overnight
5. Apply ink with brayer and stamp six notepapers
6. Supply or make envelopes for notepaper
7. Take home

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDLE MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

hot plate
double boiler
coloring (can use crayons)
scents
small milk cartons or paper cups
plastic bags
wax
string
paste sticks
newspaper

B. Procedures for this activity (with helpful hints)

1. Melt wax in double boiler
2. Add coloring and scents
3. Cover work area with newspapers
4. Measure string so that end touches bottom of milk carton
5. Tie string to paste stick
6. Lay stick on top of carton
7. Pour wax into carton until it is 1/3 full
8. Let harden until real hard - approx. 1 day
9. Repeat #8 until carton is full using different colors
10. Cut string and paste stick off
11. Peel off carton
12. Put candle in plastic bag and staple sheet

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: THE CIRCUS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is designed to give children some background in the history of circuses. It will add to their appreciation for the vast jobs, skills that are involved in a production of the circus.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Flat pictures of Circus Animals - Ringling Bros. Circus

Filmstrips:	Circus Animals Circus Gets Ready Circus People Here Comes the Circus
Records:	Big Top Circus Calliope Circus Comes to Town Circus Spectacular Fun at the Circus When the Sun Shines

2. Field Trips:

Circus
Zoo
Veterinarian

3. Human Resources:

Vet or animal trainer - "Care and Training of Pets"
Demonstration of acrobatics
Demonstration of circus make-up
Clown

4. Activities:

Role play: circus performer or animal act

Hands-on activities:

Make an acrobat
Making stilts
Designing a clown's face

Activities with no directions:

Make a circus tent and decorate with circus animals and performers

UNIT TITLE: THE CIRCUS

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts	
Vocabulary	Use a basic circus vocabulary
Creative writing	Write and tell about a specific circus performer or circus act
Empathy	Role play the part of a circus performer or circus act
	Organize circus words into a specific category
	Write a creative story or poem about feelings when a circus is in town
Math	
Addition	Do three basic addition problems using circus words in a story setting
Subtraction	Do one or more basic subtraction problems using circus vocabulary in a story setting

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Work with a list of circus vocabulary words Circus spelling booklet Background discussion of circus world Discussion and research of job of circus performer and animal acts	
Work with story problems using circus vocabulary	

UNIT TITLE: THE CIRCUS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Animal care	Discuss and identify the necessity for care and patience in the training of circus animals Identify the foods necessary in the feeding of circus animals
Social Studies Transportation Species Origin	Locate on a map the origin of two or more circus animals Tell how animals and people are transported from one circus location to another Tell or write about the type of housing required for circus performers and circus animals

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Charts and pictures showing care and training of circus animals Small and large group discussions of food habits of animals Make a circus booklet showing care and training and foods that are necessary for the continued good health of circus animals	
Map work showing origin of animals Pictures showing animals in their natural habitat Background information and discussion of transportation of circus animals Films, filmstrips and flat pictures showing transportation of the circus from town to town	

UNIT TITLE: THE CIRCUS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art Forming materials Separating materials Combining materials	Make a circus tent using available materials Make a circus clown showing basic human emotions, i.e., sadness, happiness, startled, etc. Make a crayon or watercolor drawing of an actual three ring circus as a result of visiting Take part in a group project and help plan and execute a circus mural
Music Choral singing Music appreciation Musical identification	Identify circus music from a group of three disc recordings Take part in a group sing using circus music Recite one or more circus finger plays

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make a circus tent using construction paper Cut paper clown Watercolor drawing of three ring circus (crayons are optional) Mural using various art mediums in large and small group settings Charts and flat pictures showing circus world Discuss circus with an actual clown	
Listen to various recordings of circus music - make comparisons Small and large group sessions learning circus songs according to interests of particular class Class sing	

UNIT TITLE: THE CIRCUS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers	
Function of a career: Production Servicing	Identify and describe two or more occupations connected with the circus world
Location people work	Illustrate a circus performer performing a service
	Compare available occupations in the circus to available occupations in the zoo
	Identify three occupations in the circus that perform a service
	Identify three occupations in the circus that are goods producing

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Circus performers tell about their jobs	
Films and filmstrips showing circus people at work	
Role play circus performers at work	
Plan and take part in a play circus	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE ACROBAT

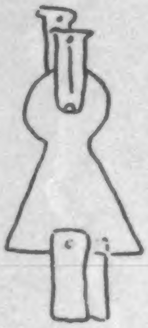
II. ACTIVITY FORMAT:

A. Tools and Materials

- wood
- Oak tag
- string
- crayons
- nails
- hammer
- drill
- scissors

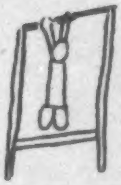
B. Procedures for this activity (with helpful hints)

1. Clowns:
    a. Trace acrobat patterns
    b. Cut out and decorate acrobat
    c. Tie together (assemble)
2. Wood:
    a. Measure and saw wood to proper lengths (two 9 inch strips and one 4 inch strip)
    b. Drill two holes
    c. Nail wooden parts
    d. Assemble clown and wood



III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The clowns had to be assembled by the teacher.
The nailing on thin wood was very difficult.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

STILTS

II. ACTIVITY FORMAT:

A. Tools and Materials

- wood screws
- sandpaper
- tacks
- screwdriver
- drill
- clamp
- ruler
- stairway - rubber runner for bottom traction
- wood (2x1" - circa 4 feet)
- glue

B. Procedures for this activity (with helpful hints)

1. Sand pieces of wood
2. Measure placement of steps
3. Drill holes for screws
4. Insert screws
5. Glue on rubber runner (also tack it down)
6. Paint
7. Try them out

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PICTURES - DESIGN A CLOWN'S FACE

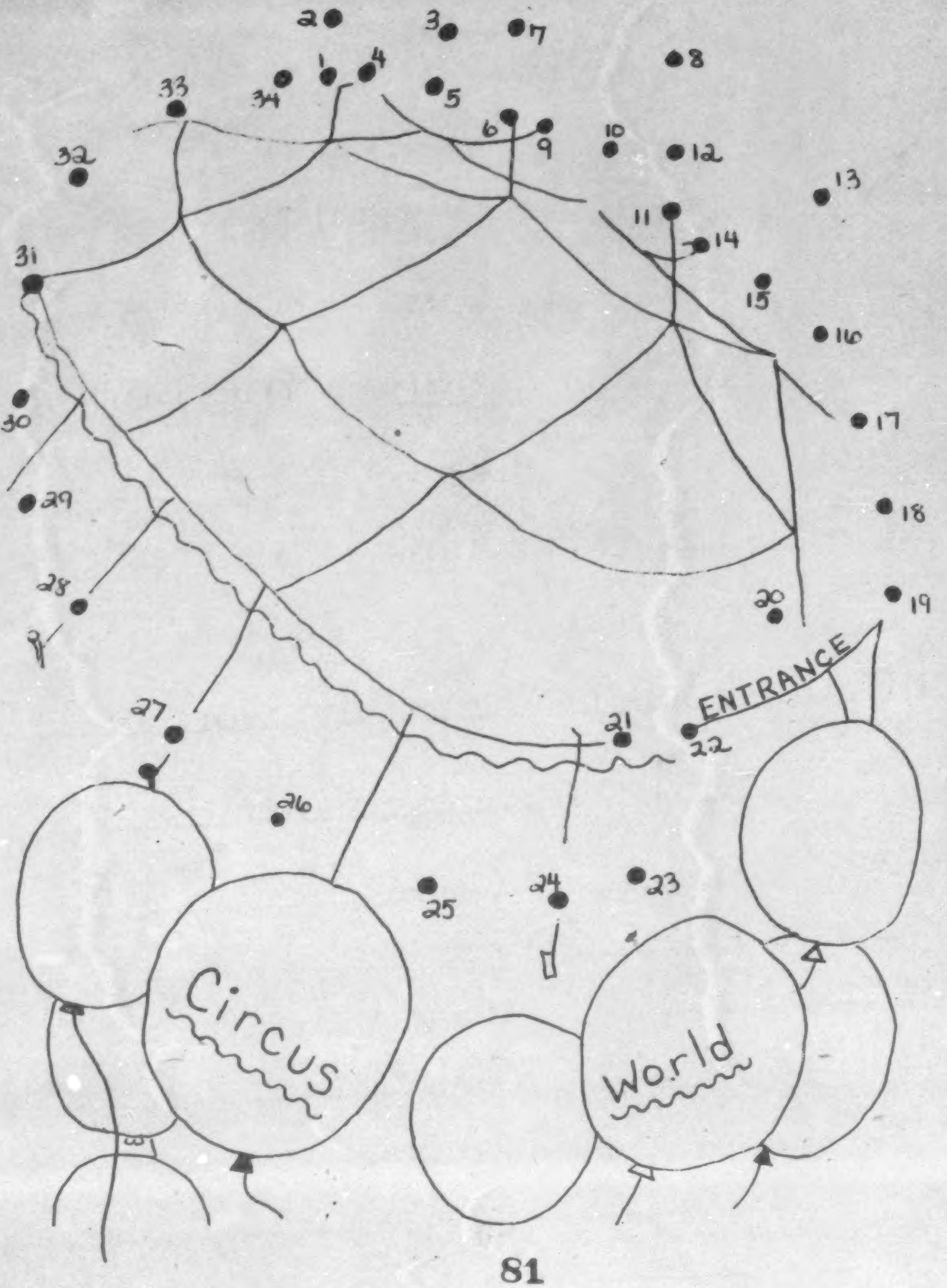
II. ACTIVITY FORMAT:

A. Tools and Materials

paper plates
paints
scrap construction paper
yarn
glue
crayons

B. Procedures for this activity (with helpful hints)

1. Design clown face on paper plate
2. Use crayons or paints to design face
3. For hair, use yarn
4. If you want to, you can make construction paper costume for clown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ENTRANCE
Circus
World

Name________________________ Date__________________

The Circus

Our family likes to go to the circus. We hear the band play circus music. We watch the man on the trapeze. The lion tamer is the lion's friend. Our family likes the clown act best of all. The circus tent is a fun place.

Here are our new spelling words.

Say them - Write the new words.

1. clown ______________ clown ______________
2. act ______________ act ______________
3. lion ______________ lion ______________
4. tent ______________ tent ______________
5. band ______________ band ______________
6. tamer ______________ tamer ______________
7. trampeze ______________ trampeze ______________
8 circus ______________ circus ______________

Here are your spelling words. Put them in ABC order. Mark the vowels.

clown	act	lion	tent
band	tamer	trapeze	circus

1. __________ 5. __________

2. __________ 6. __________

3 __________ 7 __________

4 __________ 8. __________

Draw a circus family at work ---

On a separate sheet of paper - Write a sentence for each circus word.

Phonics -

Write the little word in the big word

1. clown ______________ ______________
2. lion ______________
3. band ______________ ______________
4. tamer ______________ ______________
5. trapeze ______________ ______________

2. Write two spelling words that name a place: 1. ______________ 2. ______________.

3. Write two spelling words that name people
1. ______________ 2. ______________

4. Write the name of an animal. ______________

5. Write the word that both people and animals can do. ______________

6. Write the word that means a group of people are playing music ______________

7. Write three circus words which have a short a (ă) sound
1. ______________ 2. ______________ 3. ______________

8. Write the circus word that has a long a (ā) sound in it. ______________

NAME ____________________ DATE ____________________

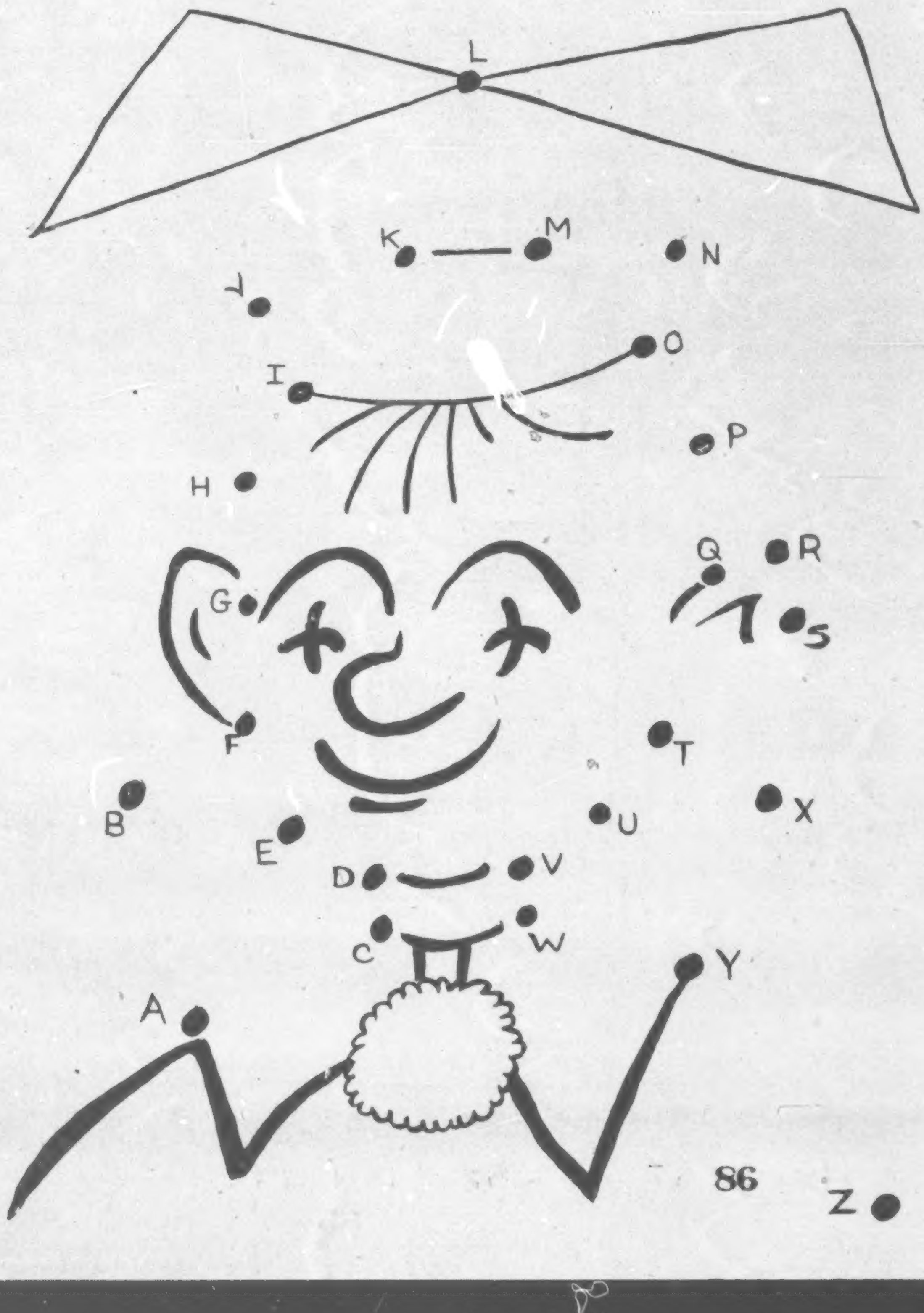
WRITE THE WORDS:

PUT THE WORDS IN A-B-C ORDER:

Draw pictures of 2 of the words

①

②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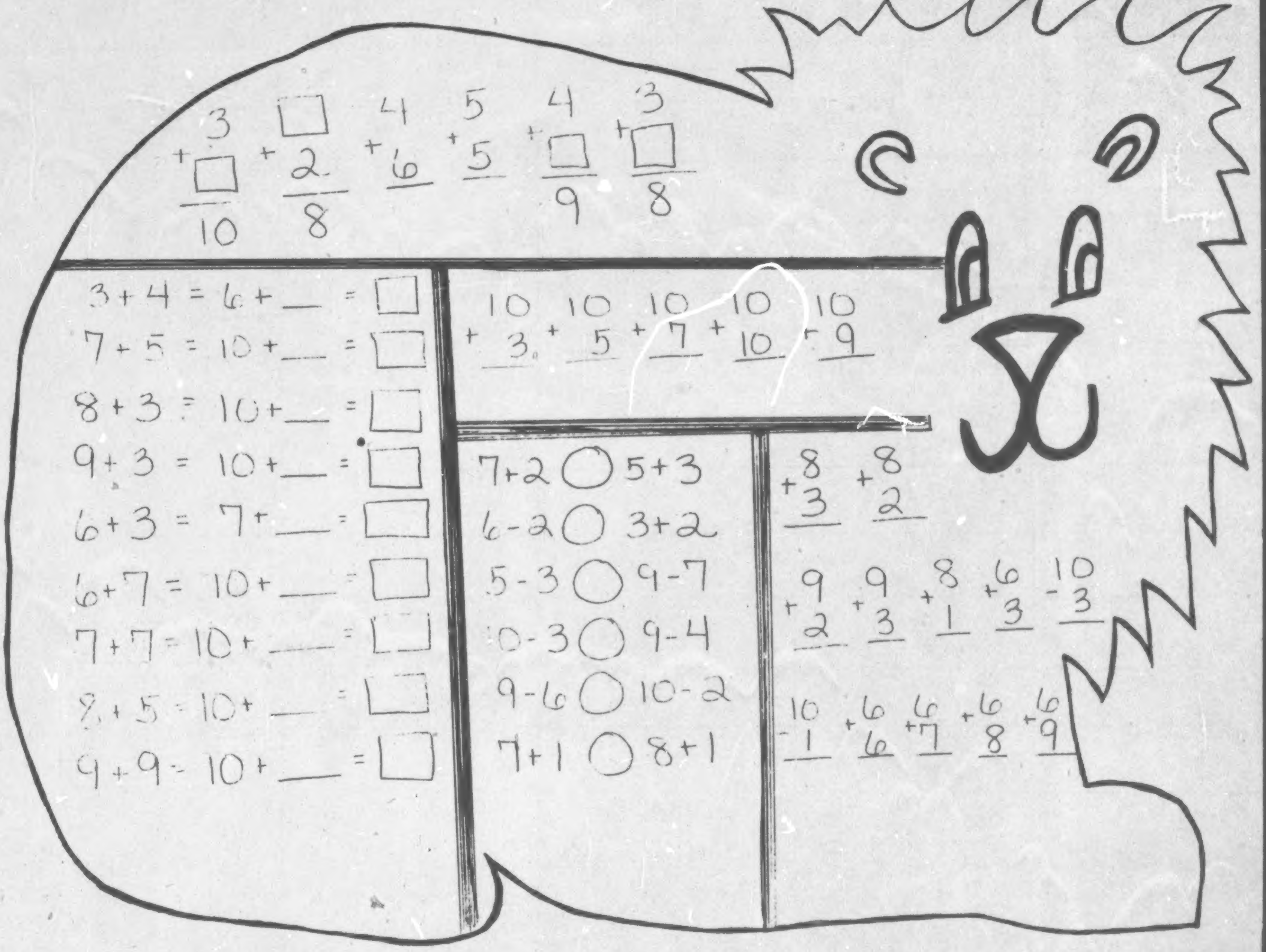

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7+2 ○ 5+3

6-2 ○ 3+2

5-3 ○ 9-7

10-3 ○ 9-4

9-6 ○ 10-2

7+1 ○ 8+1

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Words for Colors	Words that tell where	How someone could feel	How a thing could look	words that tell when

Words for what we do	Words for what we do	words for animals	words for things to eat	Words for things

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: COMMUNITY HELPERS - THE POLICEMAN, THE FIREMAN, AMBULANCE DRIVERS AND THE POST OFFICE

GRADE LEVEL: K-2

GENERAL OVERVIEW: Children are naturally curious about the story behind a letter they receive and the mailman that arrives at their home each day. They are also curious about emergency vehicles and sirens. In this unit the children will be able to recognize the policeman, fireman, mailman and the ambulance driver. They will also be able to recognize the vehicles these helpers use.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Filmstrips:	Our Fire Department Our Police Department Sights and Sounds of the Neighborhood
Records:	Let's be Firemen Let's be Policemen Little Firemen
Flat Pictures:	Community Helpers Fire Department Helpers Police Department Helpers
Books:	Mailman Mike Let's Visit the Post Office Wally the Worker - Mail Delivery
Movies:	The Policeman Helpful Little Fireman

2. Field Trips:

   - Royal Oak Post Office
   - Royal Oak Police Station
   - Royal Oak Fire Station
   - Suburban Ambulance

3. Human Resources:

   - Postman
   - Fireman
   - Policeman
   - Suburban ambulance driver

4. Activities:

Role Playing:

Post Office operating in room
Placing a phone call to report a fire or an accident
Practice the fire drill
Bike riding safety
Sorting mail
Delivering mail

Activities:

Constructing room post office
Speech badges
Designing miniature community
Making fire hats
Small box maps
Traffic lights
Traffic light cookies
Making clothespin men
Post Office construction booklet

UNIT TITLE: COMMUNITY HELPERS

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Music	
Choral singing	Participate in singing a song about community helpers
Math	
Number identification	Match traffic sign shapes with their meanings
Money and measurement	Measure pieces of wood for a post office
	Count money and correct change for stamps
	Measure signs
Art	
Stencil work	Help construct a post office
Painting	Produce a letter and envelope
Cutting	
Pasting	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Various songs about community helpers	
Read numbers on speed signs	

UNIT TITLE: COMMUNITY HELPERS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts Reading and writing letters Writing stories Read traffic signs	Address an envelope properly Write group stories about community helpers Write thank-you notes to guest speakers Write experience stories Read stories about community helpers Spell community helper spelling words
Science Effects of weather Fire prevention Forest products and uses	List or draw five ways weather affects traffic, fires, accidents and the mailman List or draw three ways fires are started List three ways fires can be prevented

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion from pictures on job helpers	
Express themselves through role playing	
Role playing of emergencies and phone calls to report fires, accidents, lost persons, etc.	
Community helpers spelling book	

UNIT TITLE: COMMUNITY HELPERS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies	
How we depend on community helpers	Place a call reporting a fire or accident
How we can help these workers	
Careers	
Reasons people work	List or draw three characteristics each person's job entails
Location of work	Illustrate two tools connected with each community helper
Tools they use	
Characteristics and training	Name two job locations connected with the community helpers
Advantages	
Disadvantages	Name three jobs connected with the community helpers
Importance	Tell why a community helper works
	Tell the advantages and disadvantages of each community helper

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY:

DESIGNING A MINIATURE COMMUNITY

II. ACTIVITY FORMAT:

A. Tools and Materials

- clothes pins
- construction paper (various colors)
- pipe cleaners
- magic markers (or pens)
- bits and pieces of material
- glue
- rick-rack
- assorted colored yarn
- string
- scissors
- twigs
- small stones
- dirt and box (optional)
- buttons

B. Procedures for this activity (with helpful hints)

1. Do research into what a typical community looks like
2. Make clothes pin person:
   a. Have hole drilled for pipe cleaner arms
   b. Pull pipe cleaner through hole for arms
   c. Color top of clothes pin for hair
   d. Cut yarn for hair and glue to clothes pin
   e. Cut out person's clothes - glue on clothes pin
   f. Put a face, shoes and any other finishing touches you wish on your person with magic marker
3. Make home or building:
   a. Color designs on construction paper
   b. Roll paper into a shape and glue
   c. Cut a rectangle shape for a door
4. Have children use their own imagination to make up the rest of their community. Your suggestions might include: a fire hydrant made of red pipe cleaner; hospital; city hall; fire and police stations
5. The community can be put into the box with the dirt in it. If this is not available, use a sheet of construction paper as a base

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

This activity works best when the class is divided up into groups of about four apiece.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING FIRE HATS

II. ACTIVITY FORMAT:

A. Tools and Materials

newspaper
paint
brushes
tape
stapler

B. Procedures for this activity (with helpful hints)

1. Give each child a piece of newspaper
2. Fold paper in half horizontally
3. Take the corners of the folded edge and turn then down making a point at the top
4. Fold both edges up
5. Turn the tip of the hat (one side only) slightly under
6. Turn down the point of the hat slightly and tape or staple
7. Paint and let dry
8. Decorate with fire badge, name and fireman number

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SMALL BOX MAP TO POLICE STATION AND SUBURBAN AMBULANCE

II. ACTIVITY FORMAT:

A. Tools and Materials

- small cardboard boxes
- scissors
- glue
- tape
- rulers
- construction paper
- Tag board
- crayons
- toothpicks

B. Procedures for this activity (with helpful hints)

1. Draw on board map of trip from school to police station and suburban ambulance
2. In box draw roads: 11 Mile, Campbell, Main Street. Mark places for Police Station and Ambulance
3. Trace pattern of buildings - see attached sheets
4. Assemble two buildings - color and decorate
5. Make small street signs out of tag board using toothpicks as posts
6. Color bottom of box to represent grass, other buildings, roads, etc.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHTS

II. ACTIVITY FORMAT:

A. Tools and Materials

shoe boxes or milk cartons
paint
construction paper
glue
scissors
flash lights
cellophane paper

B. Procedures for this activity (with helpful hints) .

1. Cut three holes (approx. 3" in diameter) on side of box
2. Cut bottom off box
3. Paint boxes - if shoe box or cover milk carton with construction paper
4. Cover holes with red, green or yellow cellophane paper from inside and glue or tape on
5. Put flash light in to represent changing light

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CLOTHES PIN FIREMEN OR POLICEMEN

II. ACTIVITY FORMAT:

A. Tools and Materials

drill
clothes pins
pipe cleaner
material
magic markers
glue
yarn
large box

B. Procedures for this activity (with helpful hints)

1. Drill holes in clothes pins
2. Put pipe cleaner in hole for arms
3. Draw face on clothes pins
4. Decorate clothes pins to represent firemen, policemen or ambulance drivers
5. Assemble men in box using clay to hold men up
6. Decorate box to make it more realistic

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

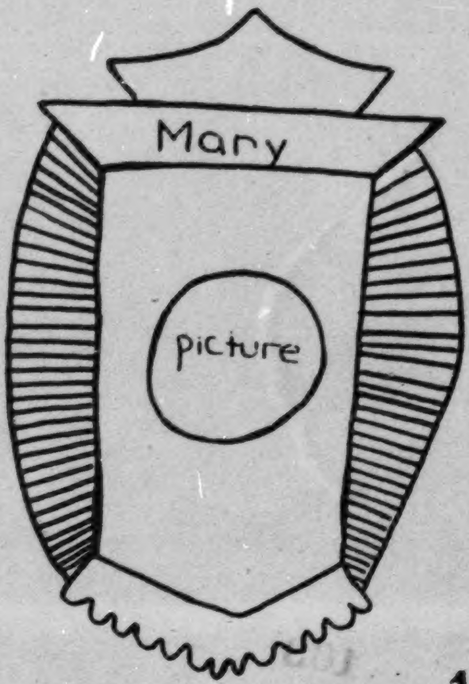
SPEECH BADGES

Materials:

- construction paper
- safety pins
- magic marker
- paste or glue
- little pictures (in reading readiness books)

Procedures:

Using the following pattern, cut out a badge for each child. Paste a picture in the circle of an object that begins with a sound the child is learning. The child should wear his "badge" and answer using the name of the object in the picture.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHT COOKIES

II. ACTIVITY FORMAT:

A. Tools and Materials

Cookie recipe and materials needed to make cookies

B. Human Aides and Resources

Parents needed to help with the making and baking of the cookies

C. Procedures for this activity (with helpful hints)

Using your favorite cookie recipe, have the children make cookies. Form the cookies into squares and place three dents in the cookies before baking. After the cookies have been baked, fill the three dents with red, yellow and green icing. When finished they will resemble traffic lights.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Free and inexpensive materials may be obtained from:

"The ABC's of Child Safety"
Chinning L. Bete Company
Greenfield, Ma. 01301

Center for Safety Education
New York U.
6 Washington Square N.
New York, New York 10003

Automobile Club of America
17th at Pennsylvania Ave.
Washington, D. C. 20016

American Academy of Safety Education
1200 Cornwall St.
Los Angeles, California 90023

National Child Safety Council
125 W. Pearl St.
Jackson, Mich. 49204

National Commission on Films for Safety
425 N. Michigan Ave., 5th Floor
Chicago, Illinois 60611

National Safety Council
425 N. Michigan Ave.
Chicago, Illinois 60611

Allstate Insurance Companies
Allstate Plaza
Northbrook, Illinois 60062

Educational Films for Schools
7934 Santa Monica Boulevard
Hollywood, California 90046

Modern Talking Picture Services, Inc.
3 East 54th Street
New York, New York 10022

American Red Cross
17th and D Streets, N.W.
Washington, D.C. 20006

Prudential Life Insurance Co.
of America
Education Dept., Terminal Box 2314
Los Angeles, California 90054

Pharmeceutical Manufacturers Assoc.
1155 Fifteenth Street, N.W.
Washington, D.C. 20005

American Insurance Assoc.
85 John Street
New York, New York 10038

Automobile Club of Michigan
Bagley Avenue
Detroit, Michigan

Aetna Life and Casualty
151 Farmington Ave.
Hartford, Conn. 06115

Automobile Manufacturers Assoc.
320 New Center Bldg.
Detroit, Michigan 48202

American Automobile Association
1712 G Street N.W.
Washington, D.C. 20006

Encyclopedia Britannica Films
1150 Wilmette Street
Wilmette, Illinois 60091

Walt Disney Productions
2400 West Alameda Avenue
Burbank, California 91506

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING POST OFFICE

II. ACTIVITY FORMAT:

A. Tools and Materials

B. Procedures for this activity (with helpful hints)

1. Measure 12 pieces of wood 2x1", 5' in length
2. Cut wood
3. Nail together pieces to form square
4. Cover frame with cardboard
5. Paint cardboard to represent post office
6. Make small mail boxes from milk cartons to put inside

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Our Post Office

We built a Post Office.

A man delivered some wood.

2

A college student helped us.

3.1-

We used a saw.
We cut the wood.

4.

We used a hammer.
We pounded nails.

5.

We had to work and work.

6

It kept getting bigger and bigger.

7.

We painted it,
We put it together. 8

Now we have a Post Office. 9

We each have our own mailbox.
10.

It was fun building a Post Office
11.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to study colonial times, particularly concerning the preparation of food and the Pilgrim -Indian relationship and develop an appreciation of work, then and now.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Movies:
Plymouth Colony
Colonial Children
The Light Here Kindled

Text:
Social Studies
Learning Long Ago pg. 38-40
Families Long Ago pg. 74-76
Communities Long Ago pg. 114-116

Books:
Pilgrim Stories
Why We Celebrate Our Holidays
Little Bear's Thanksgiving
Rhymes for Finders and Flannel Boards pg. 63
Story of the Navajos
The Pilgrims Knew
The Thanksgiving Story
Pelli's New Suit

Filmstrip:
Squanto and the First Thanksgiving
Farm Kitchen, Playtime, Why We Have Thanksgiving
"Cooking in Colonial Days" (on Indians) from Lincoln I.M.C.
Weaving Without a Loom
If You Lived in Colonial Times

Songs:
Over The River
For Health and Strength
We Gather Together
Five Fat Turkeys
Prayer
He's A Big Fat Turkey

Records: Indian Dances (Eagle Dance)

Realia:
From colonial days: (from I.M.C.)
Toaster
Butter Churn
Candle Molds
Flat Iron

2. Field Trips:

    Visit dairy, or bakery, or flour mill
    Henry Ford Museum
    Greenfield Village
    Farmers Market

3. Human Resources:

    Parents and aide helped with cooking and serving dinner
    Role playing experiences
    Indians doing dance
    Thanksgiving dinner

4. Activities:

    Thanksgiving dinner and Indian dance
    Making applesauce
    Making cranberry jello salad
    Making butter
    Corn bread
    Cranberry relish
    Making pumpkin pie
    Making pumpkin prizes cookies
    Candle dipping
    Creative writing and drawing of mural
    Making colonial caps
    Making costumes
    Paint Paddle Indians
    Colonial People
    Trip to Farmers Market

UNIT TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Measuring and counting	Measure recipes
Adding, dividing	Count steps in dance
	Read recipe and follow its directions
	Use measuring cups and spoons
	Cut apples into quarters
	Determine correct number of servings needed and prepare proper amount
Language Arts	
Dictation Reading Writing Listening Speaking Following directions Letter writing	Spell Thanksgiving words Contribute to Thanksgiving story Tell what ingredients go into making applesauce Participate in Thanksgiving play Listen to Thanksgiving stories Write thank-you letters to parents for helping in cooking

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discuss measuring as pertains to recipes Count steps in dance	
Write experience story about Thanksgiving dinner Learn lines for Thanksgiving play Present Thanksgiving play Thanksgiving spelling book	

UNIT TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies Colonial life Indian life Human relations Manners Historical facts related to settlement Customs	Give historical facts relating to the settlement of America Discuss the skills needed during colonial times Tell why the Pilgrims came to America List the names of the ships and draw an accompanying picture Tell how Indians and Pilgrims learned from each other Draw a picture contrasting modern and colonial life
Science States of matter Machines	Help prepare a Thanksgiving dinner

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Dip candles Draw or tell about some aspects of Indian and colonial life Work effectively with a group planning and carrying out an activity	
Discuss the machines used in a given activity - its source of power, etc. Report how matter is changing to another form while cooking Make applesauce Make corn bread Make pumpkin pies Make butter Make cookies	

UNIT TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art	
Forming	Weave paper place mat
Separating	Make an appropriate costume
Combining	Make a candle
Careers	
Tools	List and draw five tools used by the Pilgrims
Occupations in Colonial America	List five jobs of the colonial homemaker
Occupations of American Indians	List five jobs of the Indian woman

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Draw Indian and Thanksgiving mural Use patterns to make a colonial cap Dip candles Weave with paper strips Make costumes for Thanksgiving play	
Work together on a project Tell jobs important to the Pilgrims Describe what the Pilgrims and Indians learned from one another Compare orally tools used then and now for similar jobs	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

THANKSGIVING DINNER AND INDIAN DANCE
(for 40 children - 2 classes)

II. ACTIVITY FORMAT:

A. Tools and Materials

- paper plates
- napkins
- plastic forks and spoons
- cups
- placemats woven from paper by children

Menu:

- 2 turkey rolls
- corn (frozen)
- applesauce
- corn muffins and butter
- cider
- pumpkin pie

B. Human Aides and Resources

Five mothers

C. Procedures for this activity (with helpful hints)

The two classes of children had signed up for set-up or clean-up and helped the mothers in crews of five while we remained in our room with the other children putting on our costumes, etc. The dinner took place in the gym. We did an Indian dance we had learned and said a short blessing before taking our places at the table. Children from the two classes sat across from one another to allow for conversation concering their respective recipes, compliments regarding such, etc.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING APPLESAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

bowls
cinnamon
spoons
apples
water
knives
stove
butter
sugar

B. Human Aides and Resources

mothers
teacher aides

C. Procedures for this activity (with helpful hints)

1. Recipe placed on tag board
2. Recipe read and discussed
3. Groups divided for carving
4. Core and carve apples, cut into quarters - discard peelings
5. Place in large pot on stove
6. Add small amount of water, sugar and cinnamon to taste, and small amount of butter
7. Let apples get soft
8. Serve after cooled
9. Clean-up committee

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

2 pts. whipping cream
baby food jars
large bowl
spoon
salt
yellow food coloring

B. Human Aides and Resources

One mother

C. Procedures for this activity (with helpful hints)

I filled jars about 1/3 full and we shook and shook about 15-20 minutes. We collected all the butter in a large bowl, poured off the remaining milk. Individual children tasted it on the tongue depresser until enough salt was stirred in. We sat in a circle and passed the bowl and stirred and shook salt and stirred. Then we added food coloring and stirred.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CRANBERRY RELISH

II. ACTIVITY FORMAT:

A. Tools and Materials

cranberries (frozen doesn't spatter as much)
oranges
apples
sugar
grinders
bowls
spoons

B. Procedures for this activity (with helpful hints)

1. Set up centers for grinding
2. Grind berries, oranges, apples
3. Sugar to taste

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING COOKIES

II. ACTIVITY FORMAT:

A. Tools and Materials

measuring cups
measuring spoons
mixing bowls
oven

B. Human Aides and Resources

Five parents

C. Procedures for this activity (with helpful hints)

1. Acquaint students with various measurement utensils
2. Read recipe
3. Break up into groups - have parents work with each group
4. Mix batter for cookies
5. Form cookies on cookie sheets (drop cookies - teaspoonful)
6. Have each group assist in the baking of cookies
7. Store cookies in plastic container
8. Have parents read story while other groups are baking cookies
9. Take slides of each step in preparation of making cookies

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We shared our cookies with two other classes at our mini-Thanksgiving feast.

PUMPKIN PRIZES

1 cup shortening
1 cup granulated sugar
1 cup brown sugar
2 eggs
1 cup pumpkin
3-1/2 cups flour, sifted
2 tsp. soda
1 tsp. pumpkin pie spice
1/2 tsp. salt

Cream 1 cup shortening with 1 cup granulated sugar and 1 cup brown sugar; add 2 eggs and beat until fluffy. Stir in 1 cup cooked or canned pumpkin. Sift together 3-1/2 cups sifted all-purpose flour, 2 teaspoons soda, 1 teaspoon pumpkin pie spice and 1/2 teaspoon salt; blend into creamed mixture. Drop by teaspoonfuls onto greased cookie sheets. Bake in preheated 350-degree oven 10 to 12 minutes. Makes 6 dozen cookies.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PUMPKIN PIE

SPRY'S "NO-PATCH" PASTRY
(Double Crust)

2-1/4 cups sifted flour
1 t. salt
3/4 cup plus 2 T. Spry
1/3 cup cold water

Mix flour and salt in a bowl. Cut in 2/3 of Spry until fine as meal. Cut in remaining Spry to size of large peas. Sprinkle water, 1 tablespoon at a time, over mixture. Toss lightly with a fork. Lightly form dough into a smooth ball. Divide in half; form into 2 balls. Place dough on lightly floured board. Flatten slightly. Roll out from center to form circle 1/8 inch thick. Ease dough into pie pan; trim even with outer edge of pan. Roll out remaining dough; cut slits to allow steam to escape. Lay over filled pie shell. Trim; fold under bottom crust. Seal by fluting edge.

Recipe for Pumpkin Pie Filling
(2 10" pies enough for 1 class - we doubled this to serve 2 classes)

1 can pumpkin (large)
6 eggs, slightly beaten
2 cups light brown sugar
1 t. salt

2 t. cinnamon
1/2 t. cloves
1/2 t. nutmeg
1/2 t. ginger
2 cups evaporated milk

Combine eggs, sugar, salt, and spices and beat well. Blend in pumpkin. Add milk and beat well. Turn into two pastry-lined pie pans. Bake at 450 degrees for 10 minutes, then at 350 degrees for 40 - 45 minutes. Pies are done when knife, inserted in center, comes out clean.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDLE DIPPING

II. ACTIVITY FORMAT:

A. Tools and Materials

2 candle dipping vats
1-1/2 blocks of paraffin
crayon bits (2 colors) for tinting
wick

B. Human Aides and Resources

One mother

C. Procedures for this activity (with helpful hints)

We discussed the procedure beforehand, pantomimed the dipping and wrote the steps on an experience chart.

1. Chop up the wax
2. Melt the wax in the two vats
3. Spread newspapers on and around two large tables
4. Dip the candles
5. Hang the candles to dry

One vat was placed on each of the two tables. Ten children surrounded each table, were given wicks, reviewed the procedure, designated the dipping point, and proceeded walking around table drying - dipping. A mother stationed at one table, me at the other. Time of actual dipping approximately 1/2 hour.
HINT: I took the class out to recess while a few children remained to help the mother clean up because: the wax drippings get ground into the floor quickly if not swept up.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We later made plaster of paris candle holders using spray can tops and glitter and wrapped them for Christmas gifts.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CREATIVE WRITING AND DRAWING MURAL

II. ACTIVITY FORMAT:

A. Tools and Materials

paper
pencils
crayons

B. Human Aides and Resources

Teacher

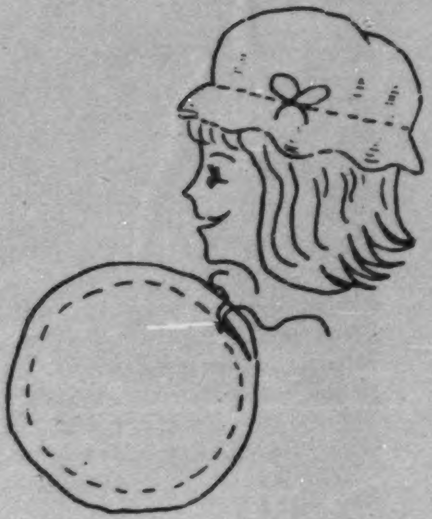
C. Procedures for this activity (with helpful hints)

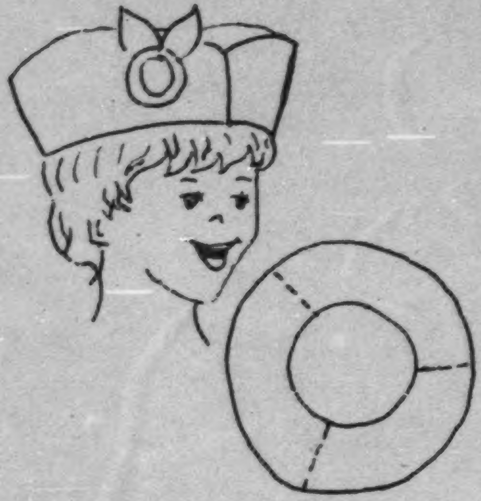
Using the words from our recipe, develop a class story. Then, draw a large mural. Each child draws a portion of the mural. They draw for one particular sentence. Then, role play what they did.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

COLONIAL CAPS

Kindergarten misses change into little "Martha Washingtons" when they put on their crepe-paper caps. Eighteen-inch circles are precut and girls stitch around marked lines with one yard of pink yarn, then pull to puff crown and tie ends in a pretty bow.





TRICORNER HATS

Twenty "Georges" are a sight to behold! Crease an eighteen-inch doughnut of black construction paper into thirds. Staple creases at inner edge. Location of staples can help "fit" hat to head. Cut cockades from scraps of red, white, and blue paper.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING COSTUMES

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper
patterns
scissors
paste

macaroni
yarn
beads

B. Procedures for this activity (with helpful hints)

Children used teacher made patterns to construct pilgrim costumes one afternoon and Indian costumes another day. Before the dinner they signed up to wear one or the other so we had some of each at the dinner. Pilgrim costumes consisted simply of hats, collars, and cuffs. Indians wore head dresses and hand painted mamaroni and bead necklaces. Macaroni breaks easily but is so much fun it's worth it!

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAINT PADDLE INDIANS (may use tongue depressors)

II. ACTIVITY FORMAT:

A. Tools and Materials

paint paddles
tongue depressors
pipe cleaners
assorted trims, felt
construction paper
poster paint
sandpaper

B. Procedures for this activity (with helpful hints)

1. Sand paddles or depressors so that paint will adhere
2. Paint faces on paddles, add hair
3. Arms may be made from pipe cleaners
4. May dress figure in costume

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Give finger plays about Indian or Pilgrim life. Child may choose famous figure, or an event on shipboard, or settlement life and give short monologue.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

COLONIAL PEOPLE

II. ACTIVITY FORMAT:

A. Tools and Materials

coat hangers
nylon stockings
construction paper
stapler
glue
buttons
yarn

B. Procedures for this activity (with helpful hints)

1. Stretch thin metal coat hanger into face-like oval shape
2. Pull nylon stocking over coat hanger
3. Knot nylon at top
4. Place nylon hanger down on desired color of construction paper
5. Cut out caps and collars from imagination or via a teacher made pattern. Make two of each collar and hat (front and back)
6. Place construction paper for hair (or could use yarn) under nylon hanger and fold top of paper over the hanger top
7. Cut strips to be hair. Leave straight or roll around the pencil. Male hair would be shorter.
8. Place two pieces of hat together covering stapled hair and nylon knot
9. Staple collar over chin. Staple edges together of hat and collar
10. Glue on construction paper eyes, or buttons, nose, cheeks, eye brows, eyelashes and mouth
11. Vary same procedure to make Indians

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRIP TO ROYAL OAK FARMERS MARKET

II. ACTIVITY FORMAT:

A. Tools and Materials

Passenger cars

B. Human Aides and Resources

Five adults for driving students to and from market

C. Procedures for this activity (with helpful hints)

1. Check hours market is open
2. Discuss with children materials available in market
3. Discuss field trip objectives
4. Field trip permission forms - send home explaining purpose of trip
5. Prepare name tags - cards listing students' names traveling with parent in private cars for driver's use
6. Tour market - discuss crops and items sold with farmers and vendors
7. Compare the ways Pilgrims obtained food in contrast to obtaining of food today
8. Evaluate trip - experience story - illustration

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

DRAW YOURSELF AS YOU LOOKED AT OUR MINI THANKSGIVING DINNER

THE FIRST THANKSGIVING

APPLESAUCE

Peel and core apples. Cut in quarters. Place in pot with small amount of water. Simmer until apples turn to sauce. Add sugar and cinnamon to taste.

CRANBERRY JELLO SALAD

2 pkg. lemon jello (one cup less water) - let get firm
Grind 1 lb. cranberries = 2 cups
Add 2 cups granulated sugar
1 cup chopped celery
1 cup chopped nuts
1 16 oz. can crushed pineapple, drained

Let berries and sugar set a minute. Add nuts, pineapple and celery. Add jello and set overnight.

CORN BREAD

2 cups White Corn Meal mix
1 T. sugar
2 T. shortening
1-1/2 cups milk
1 egg, beaten

Combine corn meal and sugar in bowl. Melt shortening. Add milk and eggs to dry ingredients, stirring to combine. Add melted drippings or shortening to batter; mix. Pour batter into very hot pan. Bake in 450 degree oven 20 to 25 minutes.

BUTTER

Shake heavy cream or whipping cream until butter forms. Remove butter milk. Add salt to taste.

PUMPKIN PRIZES

1 cup shortening
1 cup granulated sugar
1 cup brown sugar
2 eggs
1 cup pumpkin
3-1/2 cups flour, sifted
2 t. soda
1 t. pumpkin pie spice
1/2 t. salt

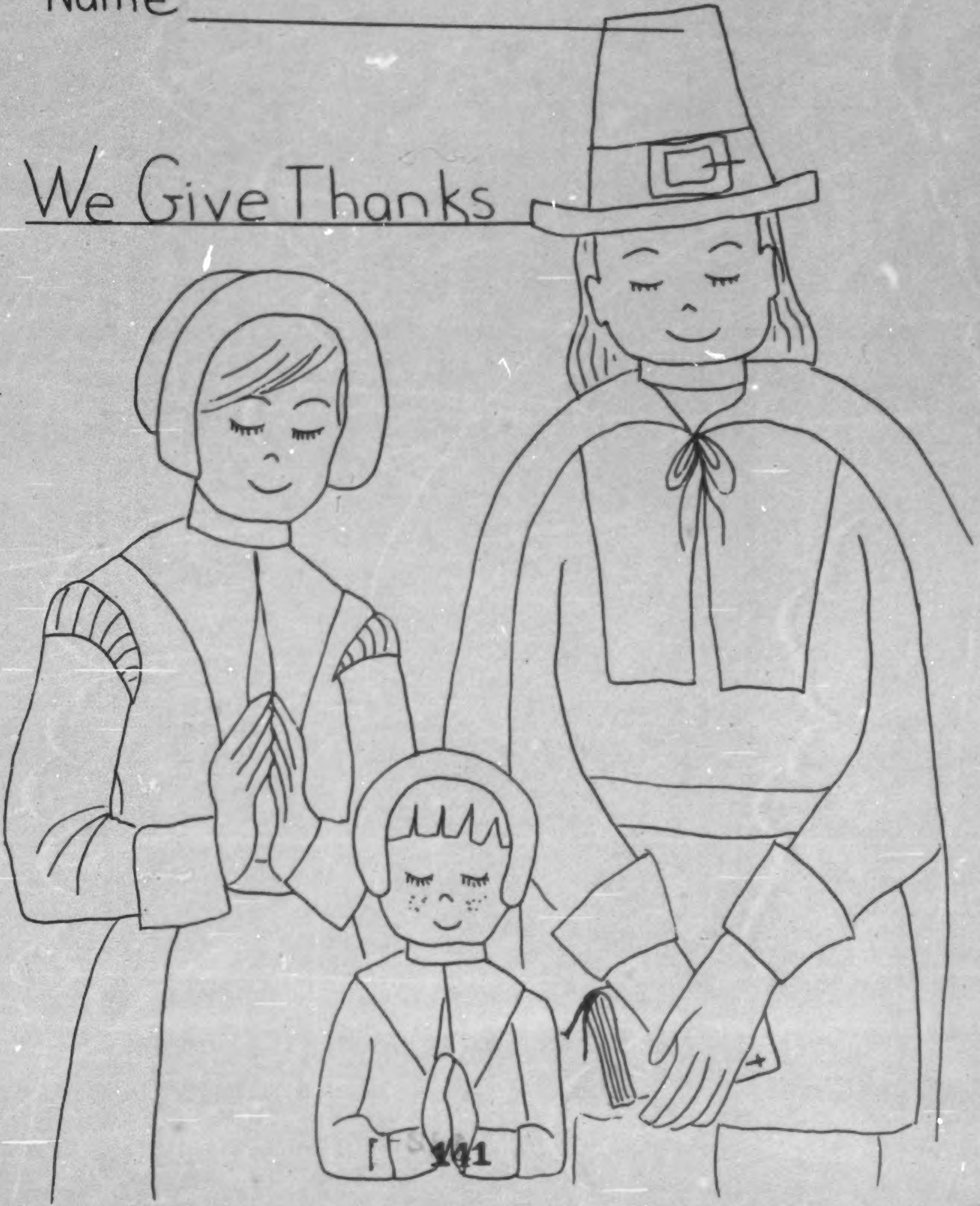
Cream 1 cup shortening with 1 cup granulated sugar and 1 cup brown sugar; add 2 eggs and beat until fluffy. Stir in 1 cup cooked or canned pumpkin. Sift together 3-1/2 cups sifted all-purpose flour, 2 teaspoons soda, 1 teaspoon pumpkin pie spice and 1/2 teaspoon salt; blend into creamed mixture. Drop by teaspoonfuls onto greased cookie sheets. Bake in preheated 350-degree oven 10 to 12 minutes. Makes 6 dozen cookies.

WHAT I LIKED ABOUT OUR MINI THANKSGIVING DINNER

WHAT I DID NOT LIKE ABOUT OUR MINI THANKSGIVING DINNER

Name ______________________

We Give Thanks

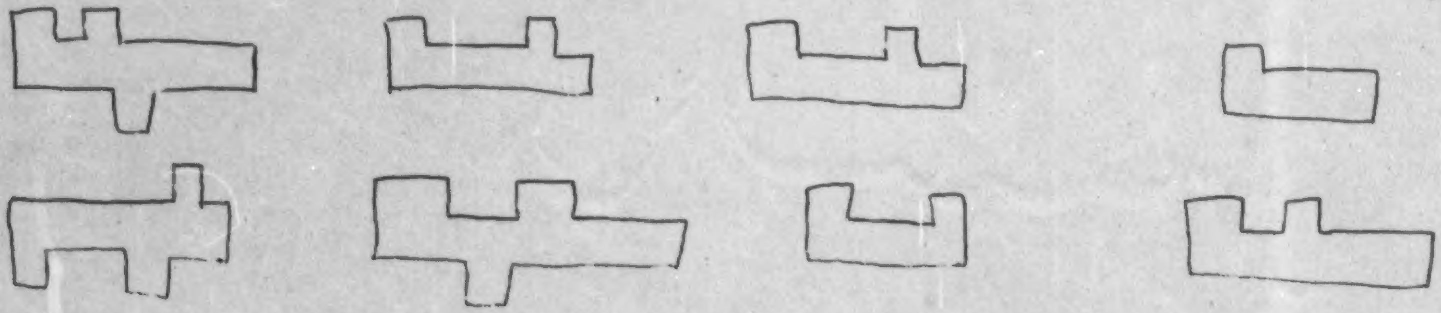


LONG AGO A GROUP OF PEOPLE, CALLED PILGRIMS, CAME TO AMERICA. THEY WANTED TO BE FREE TO WORSHIP GOD AND TO BE HAPPIER IN A NEW LAND.

IN 1620 THEY SAILED ON A SMALL SHIP, THE MAYFLOWER. THE TRIP TOOK SIXTY-SIX DAYS. THE PEOPLE WERE HAPPY TO REACH PLYMOUTH, MASSACHUSETTS.

THE PILGRIMS HAD KIND FRIENDS IN THEIR NEW LAND. THE INDIANS BROUGHT THEM FOOD TO EAT, AND HELPED THEM TO PLANT CORN AND SQUASH. THEY HELPED THE PILGRIMS IN MANY WAYS.

THE NEXT FALL THE PILGRIMS GAVE THANKS TO GOD FOR THE GOOD HARVEST, THEIR HOMES, AND THEIR KIND INDIAN FRIENDS. THIS WAS THE FIRST THANKSGIVING DAY.



Practice your Spelling words	Put the words in ABC order
thanks	
people	
free	
Mayflower	
Pilgrims	
food	
Indians	
friends	

The ______________ came to America in 1620.

They sailed on a ship called the ______________

The ______________ were their first friends in America.

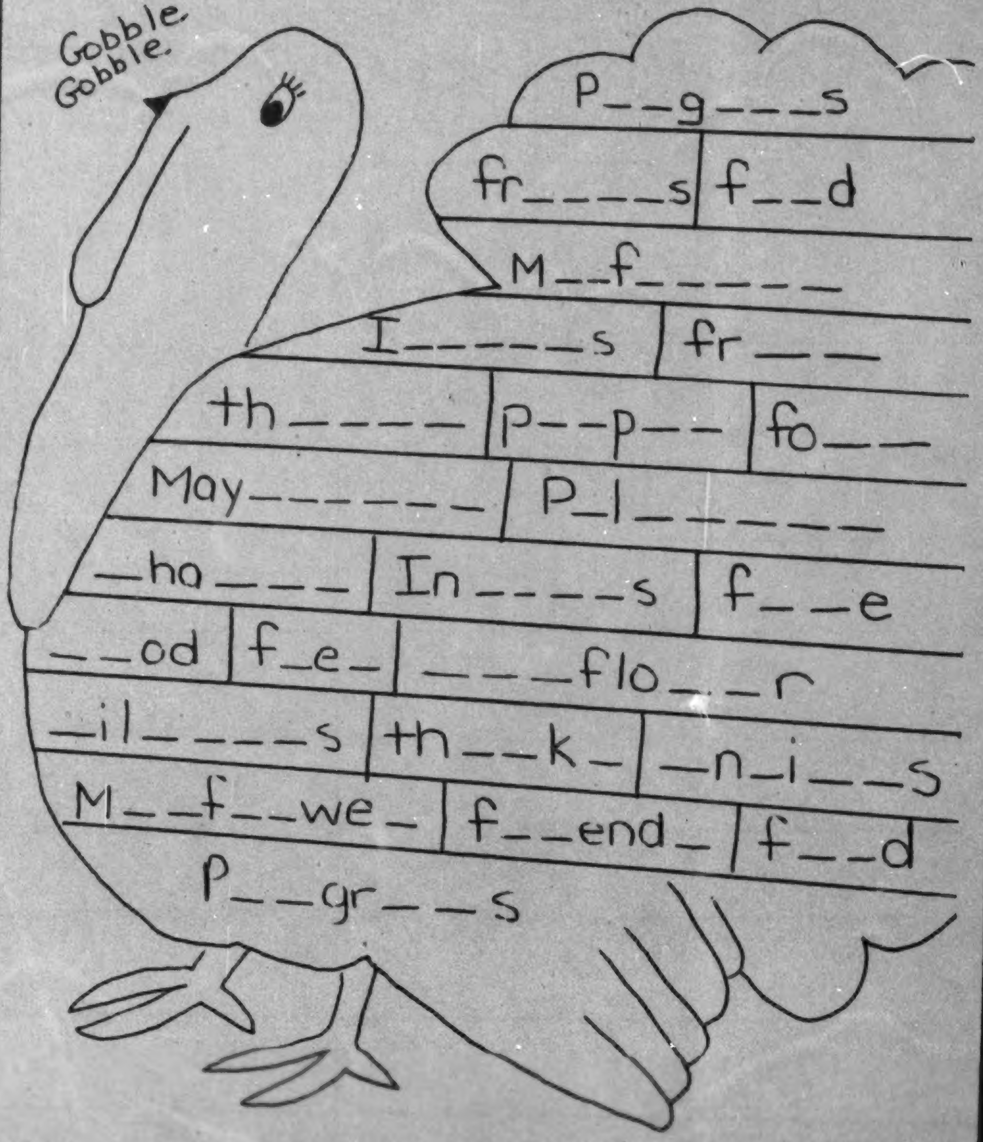
Draw a Pilgrim boy or
girl and a Indian friend.

What are you thankful for?

____

____

____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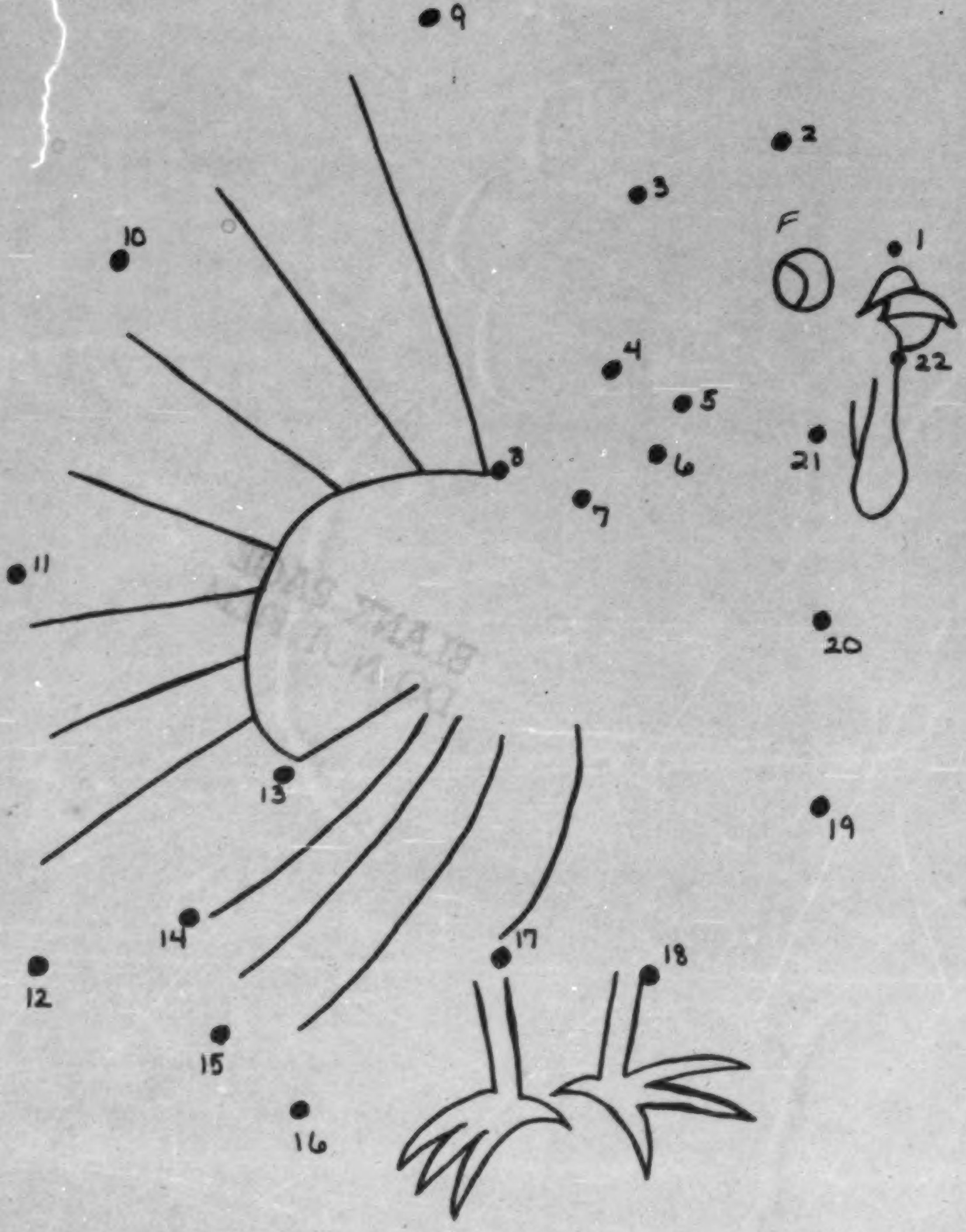
"GOBBLE, GOBBLE!"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SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: DENTAL HEALTH

GRADE LEVEL: K-2

GENERAL OVERVIEW: As a result of this unit, children will be able to distinguish between the correct way and the incorrect way to brush their teeth. The children will be able to choose good food for their teeth from a group of foods.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

   Movies: Save Those Teeth

   Filmstrips: Tommy Tooth

   Dental Health Kits - Courtesy of Colgate Toothpaste

2. Field Trips:

   Visit to a dentist's office

3. Human Resources:

   Dental Dept. Oakland Community College- gave puppet show - demonstrated proper procedure for brushing teeth
   Dentist
   Dental Hygienist
   Dental Assistant
   Parents helping in activity
   Oakland County Health Dept.

4. Activities:

   Making Teeth
   Making Toothpaste

UNIT TITLE: DENTAL HEALTH

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Dental Health Vocabulary	Recognize special words used in discussing dental health
	Spell some of the words studied in this unit
Health	
Tooth care	Recognize and identify: molars, canines and incisors
	Brush his teeth properly, identify proper foods necessary for good dental care, identify workers performing a service

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion of dental health vocabulary - defining of terms	Specially prepared spelling book
Phonics clues used to help student spell new words	
Make drawings of molars, canines, incisors	Charts and posters from National Dairy Council - Royal Oak Instructional Materials Center
Observe and practice proper brushing of teeth	
Plan menus that promote healthy teeth	
Observe and study charts	
Making teeth and toothpaste	See Activity sheets
Meeting a dentist, dental hygienist, dental assistant	

UNIT TITLE: DENTAL HEALTH (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art Commercial Advertisement	Make an illustration promoting proper dental health
Language Arts Creative writing Reading comprehension	Express himself orally and on a written level using his knowledge of dental health Read most materials on a primary level concerning dental health
Careers Tools and materials Production of a product (toothpaste)	Describe at least two tools and materials a dentist and dental hygienist use in their jobs Explain ingredients needed in the making of toothpaste

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make poster using any art medium	
Creative writing using various dental health themes Colgate, Dental Health Kit reading materials Books on dental health Role playing: toothache visit to the dentist	
Dentist and dental hygienist explain their jobs Reading and following a recipe for toothpaste Making toothpaste	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TEETH

II. ACTIVITY FORMAT:

A. Tools and Materials

2 loaves white bread
Elmer's Glue
oilcloth on table

B. Human Aides and Resources

Teacher Aide
One parent for each group of five students

C. Procedures for this activity (with helpful hints)

1. Take one slice of bread per child and tear off crust - don't use crust
2. Tear bread into small pieces
3. Add 1 tablespoon Elmer's Glue
4. Mix well with fingers pulling and kneading
5. A small amount of white paint was added and mixed well
6. Form into teeth they were assigned: molar, canine, or incisor

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TOOTHPASTE

II. ACTIVITY FORMAT:

A. Tools and Materials

salt
baking soda
mouth wash
paper plate

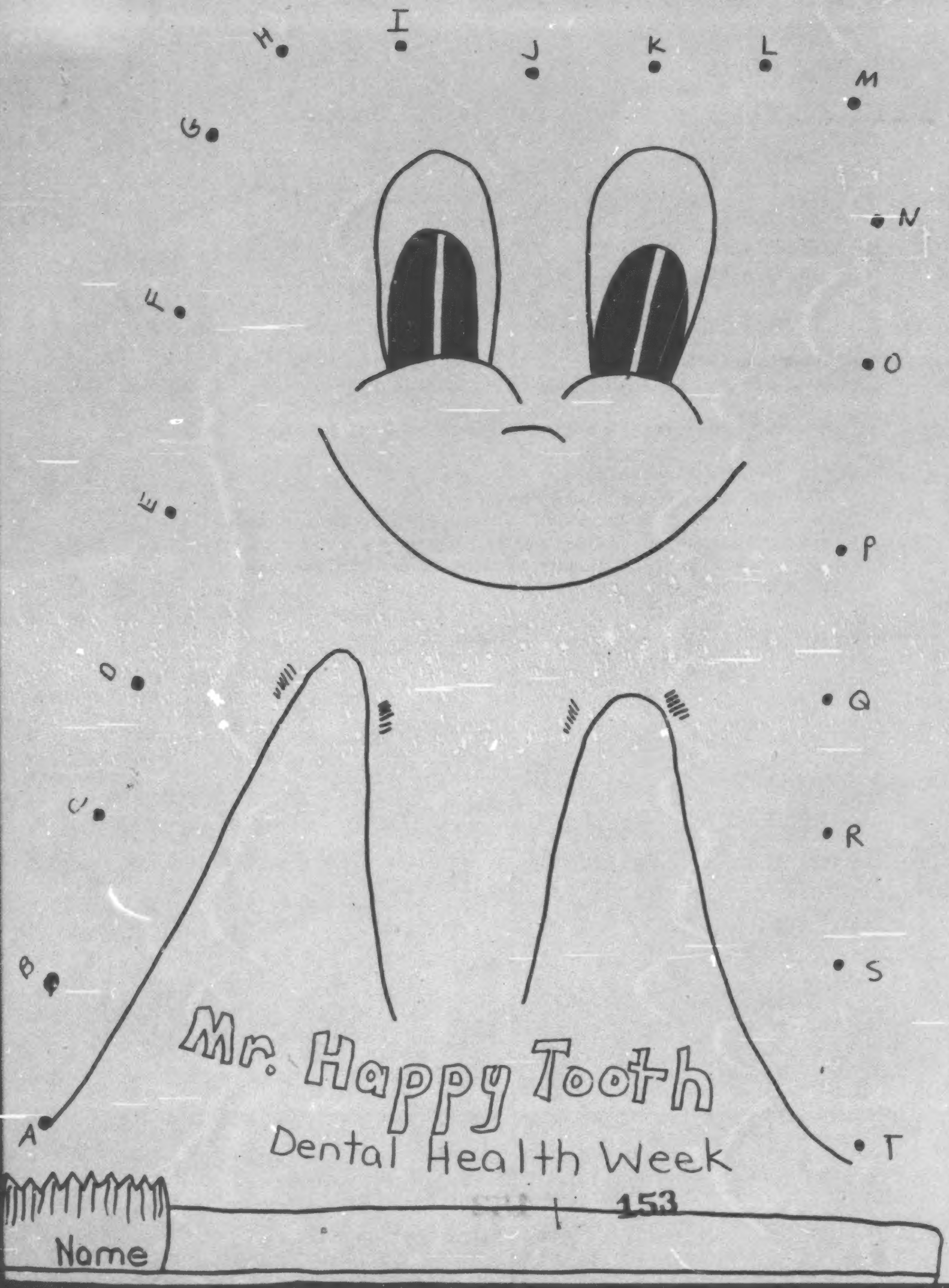
B. Human Aides and Resources

Teacher Aide
One parent for each group of five students

C. Procedures for this activity (with helpful hints)

1. One tablespoon salt
2. One tablespoon baking soda
3. Add enough mouth wash to make mixture like a paste
4. Mix above ingredients well on paper plate
5. Put in pill container or a piece of tin foil so children can take it home

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)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Mr. Happy Tooth

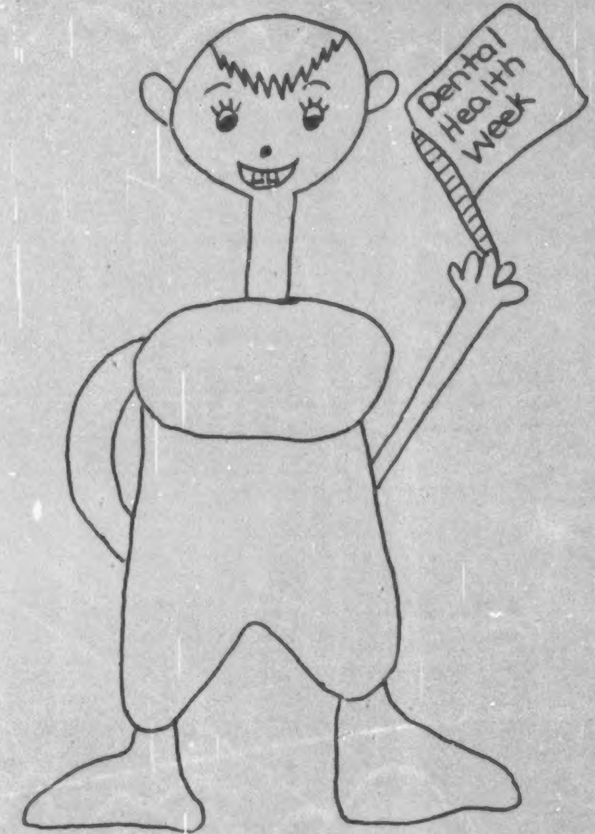
Dental Health Week

Smiling Tommy

Tommy went to see his dentist on Saturday morning. Dr. Brown showed him how to brush his teeth. He said you should go up and down with your tooth brush. Tommy takes good care of his teeth so he will have a nice smile.

Here are our new spelling words. Write them:

1. teeth ____________
2. tooth ____________
3 care ____________
4. dentist ____________
5. brush ____________
6. smile ____________
7. up ____________
8. down ____________



Trial Spelling Test

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________

Fill in the missing spelling words in each sentence.

1. I have clean ________.
2. My ______ is white.
3. I take ______ of my teeth.
4. Jane will ______ her teeth.
5. Jack has a nice ________.
6. Dr. Brown is our ________.
7. I move my brush ______.
8. I move my brush ______.

Write your first and last name in manuscript writing.

Draw a picture showing what you need to brush your teeth.

February ___ to ___ is
DENTAL HEALTH WEEK!!!

Put your spelling words in ABC order

down care brush
up dentist tooth
teeth smile

Draw these:

tooth smile brush

Unscramble your spelling words.

1. eetht
2. thoto
3. eacr
4. tesndit
5. suhrb
6. mlsei
7. pu
8. wdno

Write a rhyming word for each word.

1. brush
2. tooth
3. smile
4. down

Did you brush your teeth today?

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: EASTER CUSTOMS AND SEASONAL JOBS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit provides an opportunity for children to learn how various Easter customs have come about. It will help children become more aware of many careers that are created and expanded upon by Easter holidays.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Easter - Eileen Fisher
Passover - Naoma Simon

2. Field Trips:

3. Human Resources:

Candy Maker
Parent to demonstrate sugar egg making

4. Activities:

Construction of Easter carts
Candy Making

UNIT TITLE: EASTER CUSTOMS AND SEASONAL JOBS

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts	
Reading	Write a story about an Easter custom
Writing	
Social Studies	
Customs	Compare related holidays
Different cultures as related to Easter	Integrate Easter with other customs
Careers	
People and their Easter jobs:	
Purpose Locations Functions Advantages and disadvantages	Contribute to a brainstorming session on jobs created and expanded during Easter holidays Organize an industry with classmates to produce an Easter related product

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Write and illustrate story about any Easter custom Read books	
Each child participate in discussion related to Christmas, Jewish and Pagan customs during Easter season	
Participate in a discussion on jobs Role playing Write a report on selected job illustrated in magazine Make chart of jobs, example: artist, church workers, post office, florist, restaurant, travel agent	

UNIT TITLE: EASTER CUSTOMS AND SEASONAL JOBS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Calculate Measuring Counting Linear measurement	Measuring with ruler and yardstick Collection and discussion of number of parts and amount of material
Art	
Separating Combining	Prepare booklets on Easter designs

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Work math operations on board Make candy in groups of eight	
Draw pictures (see activities)	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EASTER CART (25)

II. ACTIVITY FORMAT:

A. Tools and Materials

1/4" plywood
nails
1/4" doweling
lattice 1/4 x 1-3/4"
1/2 x 1/2" wood
white shredded paper
glue
saws, hammers
sandpaper

B. Human Aides and Resources

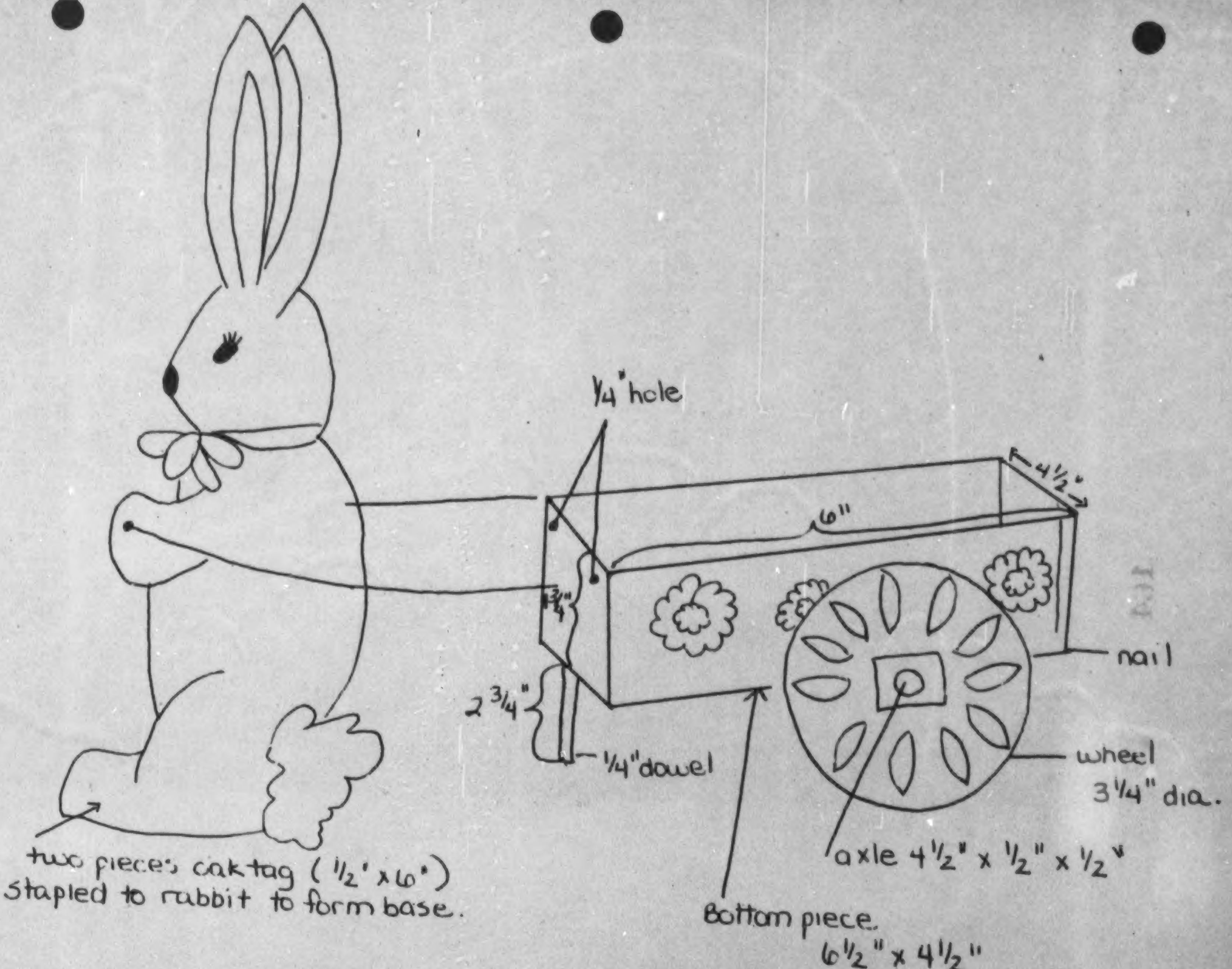
Student teacher

C. Procedures for this activity (with helpful hints)

1. Children worked in groups; measure and cut sides and bottoms
2. Trace and cut wheels
3. Drill hole in wheels
4. Measure and glue axles to bottom
5. Assemble side and glue to bottom
6. Drill hole for front prop
7. Cut dowel and glue in place
8. Paint wheels and carts separately
9. Attach wheels and decorate

(See sketch for measurements)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)


1/4" hole
4 1/2"
6"
3/4"
nail
2 3/4"
1/4" dowel
wheel
3 1/4" dia.
two pieces oak tag (1/2" x 6")
stapled to rabbit to form base.
axle 4 1/2" x 1/2" x 1/2"
Bottom piece.
6 1/2" x 4 1/2"

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLYWOOD RABBIT FOR CART

II. ACTIVITY FORMAT:

A. Tools and Materials

1/4" plywood
cotton balls
glue
broom straws
heavy yarn
white latex paint
pink oil paint and brushes

B. Human Aides and Resources

Student teacher

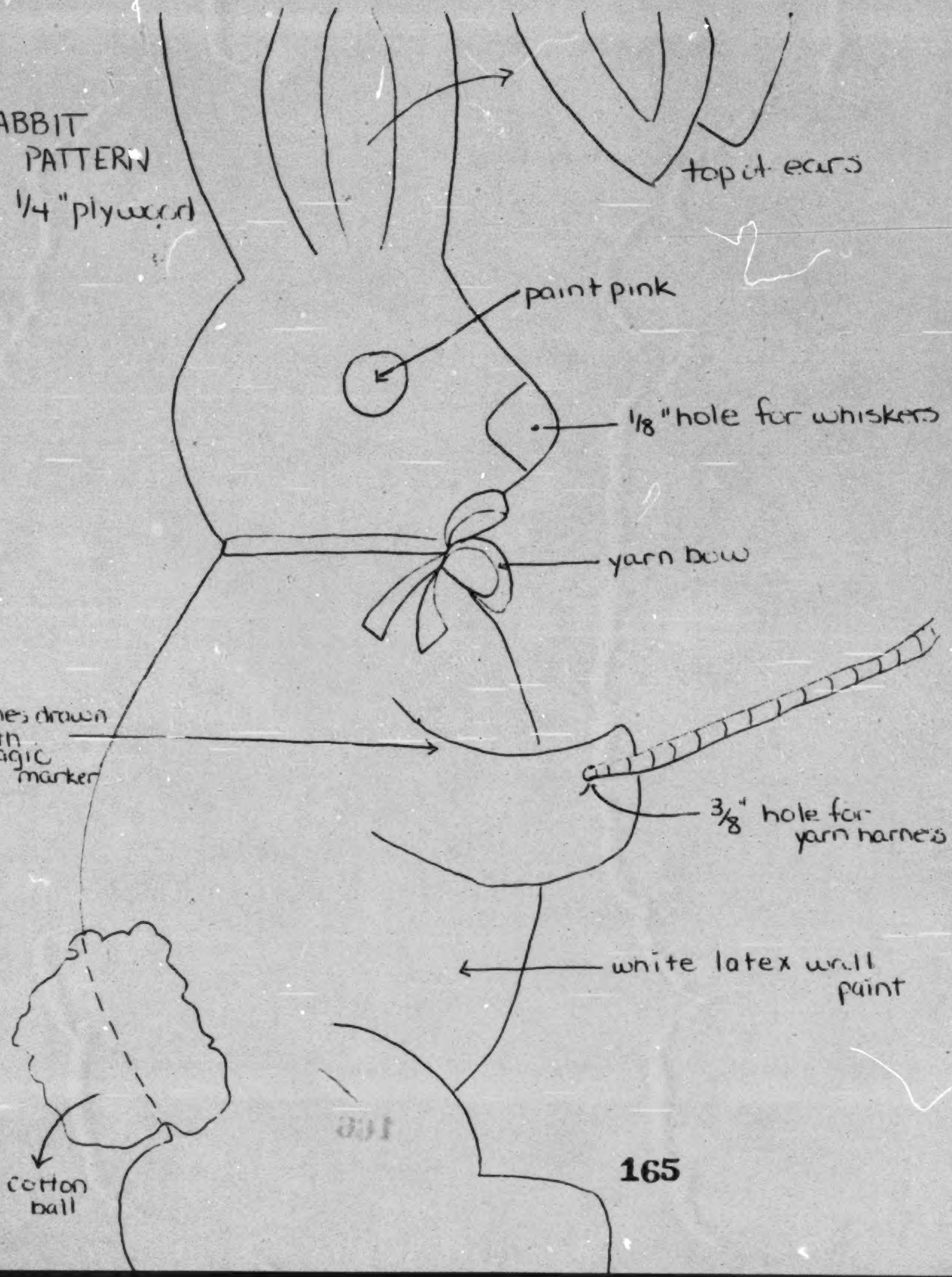
C. Procedures for this activity (with helpful hints)

1. Trace rabbit pattern and cut and sand
2. Paint white
3. Paint ears and nose pink
4. Whiskers - drill 1/8" hole and glue 3-4 broom straws in place
5. Base - use 2 pieces oak tag 1/2" x 6" to form base - staple to bottom of rabbit
6. Yarn - tie one piece around neck
7. Drill 1/4" hole in paws and front of cart for harness

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

RABBIT PATTERN

1/4" plywood


top it ears
paint pink
1/8" hole for whiskers
yarn bow
lines drawn with magic marker
3/8" hole for yarn harness
white latex wall paint
cotton ball

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDY MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

brown paper candy cups
see recipes

B. Human Aides and Resources

Student teacher

C. Procedures for this activity (with helpful hints)

Children worked in groups of 3

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

MINT WAFERS

1 egg white
2-1/2 cups confectioners sugar
2 t. butter
1/2 t. peppermint flavoring

Combine ingredients in mixing bowl. Mix until creamy. Tint in shades of delicate yellow, pink and green. Knead with hands. Shape into one-inch balls; place on waxed paper and flatten with tines of a fork.

CARAMEL TURTLES

144 small pecan halves (about 1 cup)
36 light caramels
1/2 cup semisweet chocolate pieces; melt

Grease cookie sheet. On it arrange pecan pieces, flat side down, in groups of 4. Place one caramel on each cluster of pecans. Heat in slow oven (325) till caramels soften, about 4 to 8 minutes. Remove from oven: with buttered spatula, flatten caramel over pecans. Cool slightly; remove from pan to waxed paper. Swirl melted chocolate on top.

CHOCOLATE FOR DIPPING:

Large pkg. chocolate bits
2 small bars Cocoa Butter

Melt together. Use toothpicks to dip marshmallows and cherries.

Name ______________________ Date ______________

At Easter Time

The starling told the lily
And the lily told the
brook,
The brook, that little tattle-
tale, Just babbles: "LISTEN!
LOOK!"

The Easter Bunny's coming!
He's playing tag with showers,
And hiding lovely Easter eggs
Among the garden flowers!

The flowers make a rainbow
Of color in the sun, And
happiness is waiting. Today,
for everyone!

Frances Risser

PRACTICE YOUR NEW WORDS

LISTEN

EASTER

coming

playing

eggs

garden

rainbow

color

today

everyone

TRIAL TEST

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

Draw the Easter Bunny with colored eggs!

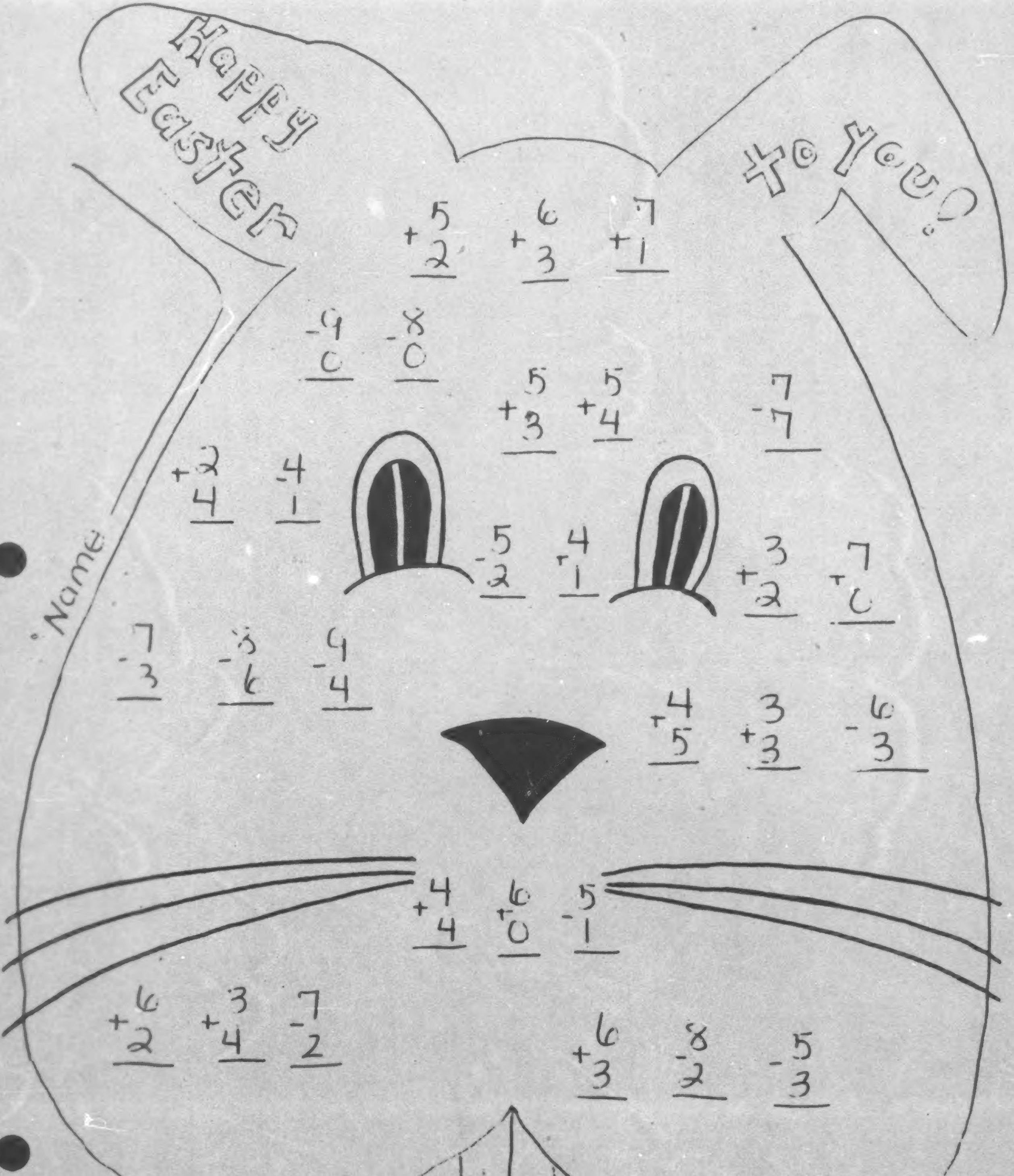
Draw a color rainbow!

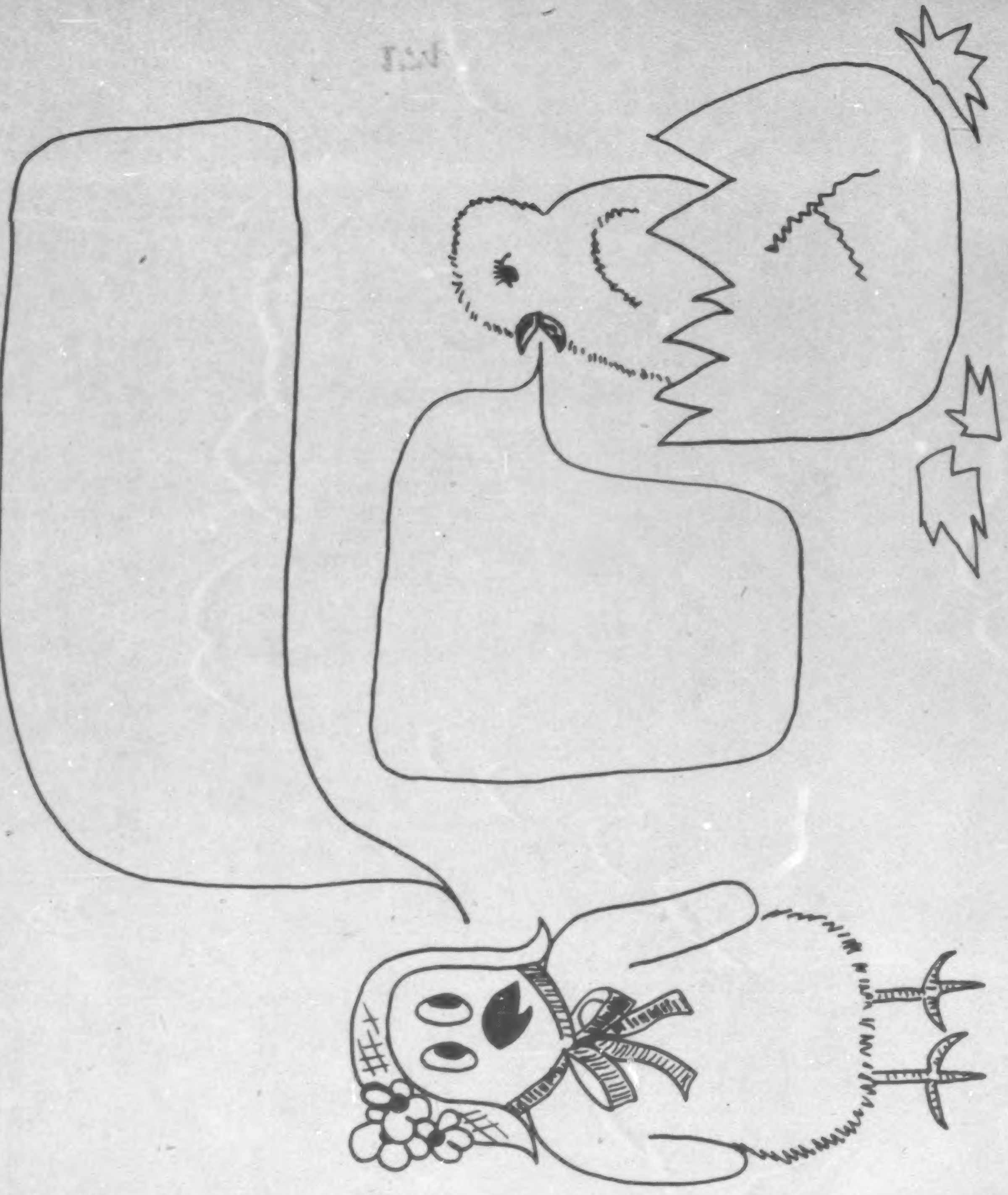
Find the small words inside the spelling words!

listen is ____ ____
Easter ____ ____
coming ____ ____
playing ____ ____
eggs ____
garden ____
rainbow ____ ____
color ____
today ____ ____
everyone ____ ____

Write each spelling word
Mark the vowels lōng or shŏrt.

listen ____
Easter ____
coming ____
playing ____
eggs ____
garden ____
rainbow ____
color ____
today ____
everyone ____


Happy Easter
to you!
Name
5 +2
6 +3
7 +1
9 -0
8 -0
5 +3
5 +4
7 -7
2 +4
4 -1
5 -2
4 +1
3 +2
7 +0
7 -3
8 -6
9 -4
4 +5
3 +3
6 -3
4 +4
6 +0
5 -1
6 +2
3 +4
7 -2
6 +3
8 -2
5 -3



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: FAMILIES EARN AND SPEND

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit introduces the child to man's methods of producing goods and services and to each person's dependence upon the labor of hundreds of other people. He also learns that his family uses its income to buy the goods and services it needs. He will begin to recognize that people can spend their income in many different ways. He will recognize that no person can buy all the goods and services he would like; therefore, he must make choices among different ways of satisfying his needs and wants. The children will learn that people produce goods and services for others to earn income, but they also give goods and services to others to be helpful. That people perform different kinds of work due to different preference and skills.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
- Come to Work With Us In a Department Store
- Come to Work With Us In a Hospital
- Come to Work With Us In House Construction
- Come to Work With Us In a Newspaper
- How to Earn and Use Money
- Let's Go to the Supermarket
- Let's Build a House
- Let's Visit a Hospital
- Let's Visit a Bakery

Filmstrips:
- Wally, the Worker Watcher
- Supermarket
- Getting Goods to Users
- Andy Lends Money to the Bank
- Money We Earn
- Things We Buy
- Introducing Economics
- Rules We Follow

Film Loops:
- Bricklayers
- Cooks and Chefs

Movies: Bakery Beat
Story of the Wholesale Market

Records: World of Man - His Work

2. Field Trips:

Walk to store - observe roles of working people

3. Human Resources:

- Parents who are clerks
- Manager of a store
- Parent explains how she plans her shopping
- High school boy who is a stock boy
- Assembly line worker
- Salesman
- Parents - mother volunteer aides
- 2 role models: teachers' sons describe car wash job

4. Activities:

- Assembly Line Chair Wash
- Making Store
- Making Pennies
- Cupcakes
- Caramel Apple Sale
- Popcorn Factory
- Christmas Ornaments (mouse)
- School Bus (assembly line concept)
- Candle Sale

UNIT TITLE: FAMILIES EARN AND SPEND

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Money Measurement Addition and subtraction facts	Count money, make change, make comparison of profits Recognize the purposes of money as a medium of exchange Collect data on ways people acquire income Keep a daily log of their spending
Language Arts	
Writing Reading books and filmstrips Group discussions Booklets	Make a list of human skills, prepare a chart listing some human needs and wants Increase safety vocabulary Write a simple thank-you letter

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Field trips: To a food market to buy apples and popcorn for the sale Visit a bakery to see a production line in operation Go to a local hospital or center to give our earnings to a group for Christmas Children will count the chairs and children in the room	
Read and discuss the ABC's of Safety poem book Compose thank-you letters to guest speakers Recognize and spell safety words Recognize and recall the meaning of traffic signs and signals Experience stories written by teacher as child describes car wash Children describe family visits to car wash	

UNIT TITLE: FAMILIES EARN AND SPEND (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies	
World of Work	Analyze and compare the work people perform
Interdependence of goods and services	Infer that people in their work help produce goods and services
	Collect and analyze data on work specialization
Science	
Weather conditions	Tell why some things are grown in certain parts of the U.S. or world, and what happens if the weather is dry, wet or cold
Five senses	
Transportation	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Role playing Hands-on activity - Classroom Chair Wash Children described family visits to car washes Class discussion: What goods and services do families use? a. Restaurant workers b. Storekeeper-clerk c. Barber d. Grocery store worker e. Construction worker Why do people have different skills? a. to provide us with the different things we need	
4 season pictures - sort by season Hair dryer demonstration - simulates blower in car wash Conveyor belt demonstration	

UNIT TITLE: FAMILIES EARN AND SPEND (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art	
Attractive packaging	Make signs to advertise sales
Advertising	Arrangement of people doing different jobs (pictures)
Careers	
Reasons people work	Tell why people have different kinds of jobs
Functions of work:	a. people have many and varying needs
goods production service production	Operate on an assembly line basis

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Design book covers Draw picture of each step of producing a mouse-decoration for a Christmas tree Draw picture and write story about each - the laborer, inspector and manager	
Role playing experiences: Being a store clerk or manager of store A mother taking her child to market to buy food for the family Role playing incorporated: Act out buying and selling Act out role of manager Selling of candles to one another - giving and receiving money Role playing: Popcorn assembly line Selling popcorn	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CARAMEL APPLE SALE

II. ACTIVITY FORMAT:

A. Tools and Materials

- 21 - 14 oz. caramel candies
- 1-1/2 cup water
- 1 bushel Jonathan apples
- approx. 150 sticks
- hot plate
- mixing bowl
- wooden spoons
- double boiler
- waxed paper and baggies

B. Human Aides and Resources

- Parent
- Teacher
- Teacher Aide

C. Procedures for this activity (with helpful hints)

Melt caramel with water in double boiler or sauce pan over low heat. Stir occasionally until sauce is smooth. Wash and dry apples. Insert a stick into end of apple. Dip into hot caramel sauce, turn until coated. Scrape off sauce from bottom of apples. Place on greased waxed paper. Chill until firm. Keep in cool place.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CUPCAKES

II. ACTIVITY FORMAT:

A. Tools and Materials

- 3 boxes of cake mix
- 6 eggs
- 3-3/4 cups water
- mixing bowl
- mixer
- wooden spoon
- muffin pans
- waxed paper

B. Human Aides and Resources

Teacher
Teacher Aide

C. Procedures for this activity (with helpful hints)

Blend in large mixing bowl at low speed until moistened
cake mix, water and eggs
Beat 2 minutes at medium speed
Bake at 350 degrees for 15 to 25 minutes
Remove cakes from pan, cool 15 minutes on cooling rack
Makes 90 cupcakes

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SCHOOL BUS

II. ACTIVITY FORMAT:

A. Tools and Materials

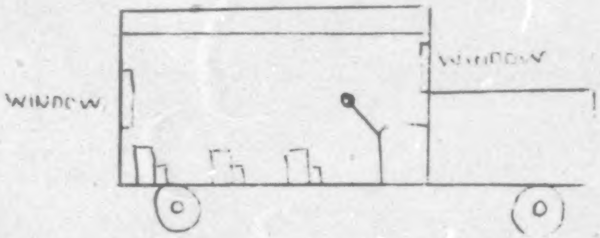
1" maple dowel rod
1/8" dowel rod
buttons
paint
sandpaper
plywood
3/4 x 1/2 strips of soft wood
Elmer's Glue
tacks
nails

B. Human Aides and Resources

Parents
Teacher Aide

C. Procedures for this activity (with helpful hints)

Wheels 1" or 7/8" maple dowel rod; steering column 1/8" dowel rod; Steering wheel - button; headlight - button; frame - 8" x 3-1/2" axle - 3/4 x 1/2" strips of soft wood; top 7-1/2" x 3"; back - 3 x 3-1/2"; front 3 x 3-1/2" plywood



Cut appropriate number of axles. Measure them to fit between chassis. With nails and glue, attach. With brace and bit, drill a 1/4" hole diagonally between the chassis and engine. Cut a 1/4" dowel 2-1/2" long. Glue it into hole. Place button mold in a vise so that the vise will hold grain of wood together. Attach seats, put cab, finally attach wheels.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLY LINE CHAIR WASH

II. ACTIVITY FORMAT:

A. Tools and Materials

chairs
soap and water
cleanser
brushes
sponges
rags

B. Human Aides and Resources

2 mother volunteer helpers

C. Procedures for this activity (with helpful hints)

1. Ten chairs for first "line" were lined up by sink
2. First child wiped chairs with a wet sponge
3. Second child sprinkled on scouring cleanser
4. Third child scrubbed chairs with a scrub brush
5. Fourth child rinsed chairs with a sponge
6. Fifth child dried chairs with a rag
7. Mother inspected chairs to see if they were clean
8. Sixth child took chairs back to tables when clean
9. First and second child helped mop floor after first jobs were finished
10. Second mother served as "boss" on the job

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS ORNAMENT (MOUSE)

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors
punch to make holes
paste
felt - pink, yellow, gray, red
thread - whiskers
yarn - tail

B. Procedures for this activity (with helpful hints)

1. Trace pattern for body of mouse
2. Cut body
3. Cut ears
4. Paste ears
5. Cut eyes
6. Paste eyes
7. Cut whiskers
8. Paste whiskers
9. Cut nose
10. Paste on top of whiskers
11. Cut tail
12. Paste tail
13. Add hanger

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING, PACKAGING AND SALE OF CANDLES

II. ACTIVITY FORMAT:

A. Tools and Materials

- coloring (can use crayons)
- scents
- small milk cartons or paper cups
- plastic bags
- hot plate
- double boiler
- wax
- string
- paste sticks
- newspaper

B. Procedures for this activity (with helpful hints)

1. Melt wax in double boiler
2. Add coloring and scents
3. Cover work area with newspapers
4. Measure string so that end touches bottom of milk carton
5. Tie string to paste stick
6. Lay stick on top of carton
7. Pour wax into carton until it is 1/3 full
8. Let harden until real hard - approx. 1 day
9. Repeat #8 until carton is full using different colors
10. Cut string and paste stick off
11. Peel off carton
12. Put candle in plastic bag and staple sheet
13. Attach tag with product name group and made by
14. Line candles up on table in main hall
15. Several children and teachers helping sell candles to student body
16. Call children down by grade level

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

POPCORN FACTORY

II. ACTIVITY FORMAT:

A. Tools and Materials

poppers
large garbage bags
oil
popcorn
salt
bowls

measuring cups
small plastic bags
tiers
boxes

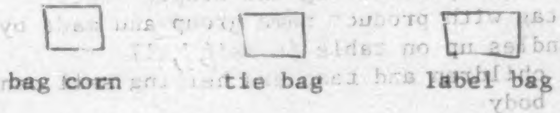
B. Human Aides and Resources

Mothers

C. Procedures for this activity (with helpful hints)

Pop the corn - two days
Bag the corn on an assembly line - 1 day

Assembly line:



Sell corn - 2 days

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING STORE

II. ACTIVITY FORMAT:

A. Tools and Materials

hammer
saw
paint brushes
nails
tempera
refrigerator box
wood

B. Procedures for this activity (with helpful hints)

1. Cut box open - both sides
2. Cut window in front
3. Size and cut counter shelf
4. Cut and attach supports
5. Attach 3 and 4 to box
6. Cut wood for frame
7. Attach to box - nail 1-1/2" - no longer
8. Paint

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: FAMILIES USE RESOURCES

GRADE LEVEL: K-2

GENERAL OVERVIEW: The earth provides food, clothing and shelter for its inhabitants. That all human food comes from plants or animals, although diets vary from place to place. Without minerals, modern life would not exist. That seventy percent of the earth's surface consists of water. And our resources must be conserved.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Filmstrips:
Iron Ore Mining in Michigan
Mineral Wealth
Fishing Industry
Seacoasts, Shipping and Fishing
Cattle and Corn Belt
Story of Wool
A Dairy Farm
Lumber Mill
Story of Cotton

Books:
Your World
Let's Visit a Farm
Let's Visit a Ship
Let's Visit a Clothing Factory

Poem:
The World - Robert L. Stevenson

Realia:
Cotton bale
Miner's hat

Movies:
The Cotton Farmer
Dairy Farm Today
Foods from Grains

Flat Pictures:
Harvesting Wheat
Miniature Loom
Corn Belt Farming
Picking Cotton
How An Automobile Is Assembled
The Corn Farmer
How Weather Helps Us

Kits: Wool Education Center
200 Clayton Street
Denver, Colorado 80206

The Story of Cotton
National Cotton Council of America
P.O. Box 38112
Memphis, Tennessee 38112

2. Field Trips:

Weber's Nursery
Cranbrook Nature Center
The Weavery on Washington Street, Royal Oak

3. Human Resources:

Fabric store retailer
Parents from community with special talent (e.g., knitting)

4. Activities:

Weaving ~~a simple~~ rug
Growing cotton
Building a weaving loom
Tie dying
Yarn holders

UNIT TITLE: FAMILIES USE RESOURCES

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies Regional plant growth Transportation History Marketing Maps and charts	Analyze a map to gather needed information Compare methods of transporting goods
Science Use of land and water Physical environment Water and air pollution How to use the microscope Identification of parts of the microscope Investigate and record the structure of cotton Principles of dyeing and mordanting	List occupations created by the cotton industry Describes what takes place at a textile mill Name products and byproducts of cotton and their uses Describe harvesting procedure of cotton Describe what happens to cotton in the cotton gin Collect and organize data on the uses of natural resources Analyze man's use of land and water resources

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Children will discuss the origins of clothing Field trip to weaving shop	
Children will identify fabric from a. animal b. plant c. other They will state which part of animal or plant is utilized	

UNIT TITLE: FAMILIES USE RESOURCES (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts	
Role playing Read and follow directions Writing letters New vocabulary Reports Research	Distinguish between goods and chart the usefulness Identify things we could not do without Discuss critically why the allocation of resources depends on the goals of our society
Art	
Cutting Pasting Color wheel and color families Aesthetic value of fabrics and yarns	Prepare resource chart Paint or draw pictures of ways in which the ocean is a resource Identify and draw one or more hand tools used today

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Children will write hypothetical stories about various foods and goods	
Use assorted fabrics for bulletin board Paste assorted texture of fabrics on paper identification (rough, smooth)	

UNIT TITLE: FAMILIES USE RESOURCES (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Linear measurements Number concepts Cost of product (including time and materials)	Plot and graph different agricultural regions and different physical environments
Careers Workers produce goods Workers producing services Transportation of people and things	Define ways human and natural resources are conserved Organize data on ways certain goods are transported Identify people who provide us services Identify people who provide us goods

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Measure yardage and patterns Tell equivalents - between units of linear measurement	
Spin and dye Make a chart listing compiled data Class discussion on identification of services and goods	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TIE DYEING

II. ACTIVITY FORMAT:

A. Tools and Materials

two pkg. of Rit dye
sink or basin
rubber gloves
rubber bands
hot plate
wooden spoon
T-shirts or
blouses (white)

B. Human Aides and Resources

Teacher
Parents
Teacher Aide

C. Procedures for this activity (with helpful hints)

1. Tie fabric and secure tightly - choose white or light colored washable, dyable fabric. Wash to remove any sizing. Crumple, twist, pleat, fold, or gather an area of fabric together. Secure tightly with string or rubber bands.
2. Arrange ties in a random or planned pattern.
3. Immerse wet fabric or dip tied areas into a simmering Rit dye bath - prepare bath using 1/2 package dye for about every quart of hot water in a container large enough to avoid crowding. Dissolve completely. Stir tied fabric in simmering dye bath for 10-15 minutes or longer for thick, bulky fabric or ties. When desired color is reached, remove from dye bath and squeeze out excess dye.
4. Rinse thoroughly - rinse, remove ties and rinse again thoroughly in cool running water until runs clear. Hang to dry and iron while slightly damp.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Items must be clean before dyeing. Students should not handle hot shirts. This must be done by an adult.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

YARN HOLDERS - SHAPED LIKE AN APPLE

II. ACTIVITY FORMAT:

A. Tools and Materials

yarn - red and green
knitting needles
scissors
32 bone rings
8 packs yarn
felt - green

B. Human Aides and Resources

Teacher
Teacher Aide
Parents

C. Procedures for this activity (with helpful hints)

1. 17 rows straight stitch, 17 rows purl stitch. This is the stockinette stitch.
2. Cast on 20 stitches. Knit every stitch on the first row.
3. On the second row, insert the right needle into the front of the first stitch on the left needle from the right side and slip the first stitch from the left needle onto the right needle.
4. Bring yarn to the front of your work. Now you are ready to purl.
5. Insert the right needle in the front of the next stitch on the left needle from the right side.
6. Bring the yarn over the point of the right needle.
7. Draw the yarn through the stitch.
8. Slip the old stitch off the left needle, thus completing the first purl stitch.
9. Keep yarn to the front of your work and continue to purl the entire length of the row, repeating step 5 and 8.
10. Knit the third row, purl the fourth row.
11. Repeat these 2 rows alternately until you have seventeen rows, or until you have a strip 4-1/2 inches long and 11 inches round.
12. Run draw string on each end.
13. Crochet one bone ring for each apple for holder, 3/4" in diameter.
14. Cut leaves from strips of felt. Sew on ring.
15. Stuff with roll of twine.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING A WEAVING LOOM

II. ACTIVITY FORMAT:

A. Tools and Materials

3/4" scrap wood (at least 10" long)
small screw eyes (size 214-1/2)
coat hangers or wire
1-1/4" brads
saw
hammer
ruler
pencil
wire cutter and pliers

B. Procedures for this activity (with helpful hints)

1. Saw wood so that you will have two 8-1/2" x 1/4" pieces and two 4-3/8" x 3/4" pieces.
2. Lay the two short end pieces on top of the two long side pieces so that the ends are even and the four sides form right angles at the corners.
3. Nail the pieces together, using 2 nails for each corner. Drive the nails through the side piece first (long piece).
4. Mark the short ends at every 3/8 inch. You should have 10 marks.
5. Screw the screw eye in first, then the finishing nails, and ending with the screw eye.
6. Cut the wire into 10 inch lengths.
7. Bend one side of wire into a hook.
8. Insert the wire lengthwise through the screw eyes.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WEAVING A SAMPLE RUG

II. ACTIVITY FORMAT:

A. Tools and Materials

cotton yarn or string in various colors
weaving needles
scissors
tong depressors
yardstick

B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

1. Making the warp by fastening the string with a double knot around the first nail after winding off about 1-3/4 yards.
2. Bring string down to first nail on opposite side.
3. Wrap around two nails (firmly).
4. Bring a ring around opposite side.
5. Wrap around next 2 nails and continue process.
6. Fasten on last nail with double knot.

The warp is now ready and we will start

Filling in the weft

1. Wind off yarn into small ball.
2. Thread weaving needle.
3. Make double loop around wire; extend yarn as far as possible.
4. Bring needle over and under the warp threads.
5. When on the opposite side, bring yarn around wire; this will help to regulate the tension.
6. Repeat process taking care to reverse the weaving process ("over and under"). Use tongue depressor to move work up.
7. When weft is filled in, tie the yarn around wire and cut the yarn.
8. Remove the wires and lift the sampler off the brads.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

GROWING COTTON

II. ACTIVITY FORMAT:

A. Tools and Materials

large planter half full of soil
fertilizer
cotton seeds
water
sunlight

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Planter is placed in sunlight.
2. Students plant cotton seeds in soil.
3. Sprinkle fertilizer over soil.
4. Water seeds at time of planting and when soil is dry.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: FROM HOME AND SCHOOL - LIVING AND GROWING TOGETHER

GRADE LEVEL: K-2

GENERAL OVERVIEW: Children need to feel comfortable in their school environment. Familiarity with staff members, their purposes, location and building facilities will help children orientate themselves.

For many of the children, these first days in school will be the first organized group experience. Each child needs to feel happy about being a part of the school community. He learns that he has responsibilities. His responsibility is as a learner. The school's personnel and equipment aid in facilitating the learning process.

TEACHING/LEARNING RESOURCES:

1. **Reference materials:**

Films:
Helpers at School
How Families Live Together - Benefic Press
How Schools Help Us - Chicago
Helpers at our School
Beginning Responsibility: Doing Things for Ourselves in School
Beginning Responsibility: Rules at School

Flat Pictures:
Pictures 1-19 about school helpers from the Social Studies materials listed above (Field Publications)
Schools Around the World (from the Social Studies materials, Schools, Families and Neighborhoods, Field Educational Publications)

Filmstrips & Records:
Wally the Worker Watcher
The Newspaper Boy
The Junior Home Maker
What Else Do Fathers Do
Just What Do Mothers Do
Safety In Using Tools - Longfellow I.M.C.
Our School
Our Job In School
School Courtesy
School Friends and Activities
School Helpers

Books:
- *How Schools Help Us* - Hage and Ryan, Benefic Press
- *The Smallest Boy in the Class* - Beim
- *My Time of Year* - Dow
- *The Little School at Cottonwood Corners*
- *Days I Like* - Hawkinson
- *Bingity Bangity School Bus*
- *The Giraffe Who Went to School*

2. *Field Trips*:

- Tour of school building
- Tour of neighborhood around school
- A visit from another kindergarten class and a visit to their school
- Visit the different school workers within the school

3. *Human Resources*:

- Learning Resource Teacher
- Clerk
- Guidance
- Custodian
- Former graduates
- Crossing Guard
- Speech Teacher
- Our school staff:
  - a. Principal - Greets children in her office and in room
  - b. Secretary - Demonstrated use of typewriter and ditto machine
  - c. Teacher - Demonstrated use of movie projector, filmstrip projector, tape recorder and listening post. Teachers correct use of equipment, used by children
  - d. Nurse - Talked to children
  - e. Custodian - Talked to children. They see him at work.
- Parent volunteers, working in the classroom
- Instruction given parent volunteers:
  - Daily schedule
  - Units planned for the year
  - Behavioral objectives for the year
  - Ways parents can hel½
  - Share your job or hobby with the class
  - Supervise free play
  - Prepare art materials
  - Assist with art projects
  - Assist with special projects: cooking, sewing, crafts, carpentry
  - Library - take small groups to the library to select books
  - Story reading or story telling
  - Dramatics
  - Music - singing or playing an instrument
  - Field trips - driving or walking with the group
  - Bring your pet to visit
  - Make flash cards, games, and audio-visual materials
  - Take pictures of the class
  - Run the tape recorder
  - Make tapes for the listening post

4. Activities:

Construction of costumes and role playing
Life size replicas of school helpers
Making helping hands
Experimenting with our senses
Hearing - experimenting with sounds

Role playing experiences:

Taking parts of various staff members
Charades
Make simple role playing costumes
Practice each job in room
Role playing is done during "free play" in the doll house, also using large blocks for various kinds of buildings and forms of transportation, in the sand box, on the climbing bars, also chairs, and areas under tables. Dress up clothes are used including sailor hats and nurse's uniforms.
More formal role playing is done in a game situation
The child pantomimes career

UNIT TITLE: FROM HOME AND SCHOOL

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts Discussion Brainstorming Experience story telling Creative writing Role playing Verbal Communication Role playing	Participate in role playing Interview school helpers Name the workers in the school and tell what they do
Math Counting, adding, subtracting of days of the week Time One to one correlation Sets	Identify number of staff members a) total b) subsets in geographical areas Compare sets of men and women Compare days of week of specials Plan time needed for jobs, time to perform jobs Count the children in the room Count the days in the month using the calendar Name the days of the week Pass out materials correctly, one item to each child

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Dictate stories. "The first day of school, I felt.........." "In school we ...." "The school secretary does ...." "I like my mother to help at school because.........." Speak in complete sentences Participate in a group discussion Dictate sentences and finish beginning sentences Role playing various jobs interviewing staff Writing letters in form of poetry - "If I were the.........."	

UNIT TITLE: FROM HOME AND SCHOOL (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies	
History of building Human relations Interdependence of workers	State age of building
	State parts of building which are older than others
	Write about a specific staff member
	Talk about staff members which they may never see
	Draw each school helper doing his or her job
	Call others by name, the teacher, other children, mother helpers, teacher aide and service girls
	Know the way to school and to the classroom
	Know the way to the office, Materials Center, gym, playground, and boiler room
	Walk quietly in line
	Know where equipment is stored in the classroom and put own materials away
	Share toys with other children
	Listen to directions and follow them
	Recognize his own name when written in manuscript writing
	Help plan room work and work with other children
	Select tools (paper, crayons, pencils, scissors) and replace them after use

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Role play the activity of various staff members Record yes and no answers to questions they will ask of staff List five different occupations within the school Match each person with his or her job	

UNIT TITLE: FROM HOME AND SCHOOL (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Physical Motor skills Developing hand-eye coordination	Place hands on paper in correct place, plan stencils, trace and cut out paper, use paint and brayer Use eyes and hands together
Art Separating materials Combining	Cut out a circle, a leaf, etc. on the line drawn Learn to apply paste to paper Follow directions in cutting, pasting and assembling items Use paints, finger paints, crayons, clay, etc. properly and creatively Learn to use a variety of art materials

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS

UNIT TITLE: FROM HOME AND SCHOOL (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Seasonal changes How we learn: Using the five senses Directional poles and geographical location of building	Name the four seasons Name the five senses Identify geographical location of areas in building
Careers Purpose of all jobs a) how they directly affect children b) how employees are interdependent upon each other Reasons for choice of school work Planning required to perform job Location of work within building Job characteristics (advantages and disadvantages)	Participate in class discussion stressing why people work and why we work in the room a) the importance of each room job b) need to plan work time c) need to work together

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Give each child a piece of 18" x 24" newsprint and have them divide it into four sections drawing one picture for each season	
Make a large mural showing school helper doing his job	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTION OF COSTUMES

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors
crayons
glue
tape
construction paper

B. Procedures for this activity (with helpful hints)

1. Suggest some small simple items which might call to mind a specific person on staff. (Tie, broom and dustpan, glasses, various tools)
2. Tape items on - can be used both for role playing and charade activity

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LIFE-SIZED REPLICAS OF SCHOOL HELPERS

II. ACTIVITY FORMAT:

A. Tools and Materials

paper large enough for child to lie on full length
poster paint
brushes
magic markers
buttons or other sewing notions for trimming

B. Human Aides and Resources

School helper models
Parent aids if desired

C. Procedures for this activity (with helpful hints)

1. Interview workers for special equipment related to job. Suggested personnel: principal, secretary, teacher, nurse, custodian, speech teacher, crossing guard, guidance counselor, clerk, Learning Resource Teacher, music teacher, gym teacher, art teacher.
2. Divide children according to number of figures being made.
3. Trace outline of child on paper. Dress figure in appropriate costume. Use carton balloons for captions.
4. Use figures for hall decorations.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

May be given to each school worker.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING HELPING HANDS

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors
construction paper
pencil

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Children trace hands on construction paper
2. Cut out each hand
3. Teacher puts child's name on hands
4. Child keeps one hand
5. Put other hand up on bulletin board to indicate job child is to do that week. Choose a new boy and girl for each job each week (on Monday).

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EXPERIMENTING WITH OUR SENSES

II. ACTIVITY FORMAT:

A. Tools and Materials

assorted vegetables and fruits
household objects
binoculars
magnifying glass
color paddles red, yellow, blue

B. Human Aides and Resources

Parent helpers

C. Procedures for this activity (with helpful hints)

Learning with our five senses:

Tasting:	Golden delicious apples, prunes, raisins (black and golden), carrot strips, celery, apple butter on graham crackers
Cooking and Tasting:	Popcorn, white and yellow (white was shelled off from the cobs), squash, pumpkin pies
Feeling:	Done in groups of 6 or 7; feeling an object in a box and telling what it is, what it is used for, and what it is made of. Each child has 5 or 6 turns. (Example: pine cone, sea shell, egg beater, hammer, etc.)
Smelling:	In baby food jars, soap, perfume, onion, orange, peanut butter, cinnamon, clove, etc.
Seeing:	Looking at objects through: binoculars, magnifying glass, a jar of water, which magnifies, a spy glass, color paddles of red, yellow and blue.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HEARING - EXPERIMENTING WITH SOUNDS

II. ACTIVITY FORMAT:

A. Tools and Materials

yardstick
alarm clock
rubber bands
vacuum cleaner base
spatula
pop bottles
rattle boxes
cooking fork
sea shell
pail
drum
rice
2 pr. sticks

B. Human Aides and Resources

Parent helpers

C. Procedures for this activity (with helpful hints)

Hearing: Working in groups of 6 or 7, experimenting with sounds. Following is my outline for this activity.

Experimenting with sounds:
Sounds are produced when something is vibrating (moving back and forth).

They can be produced by:
1. Plucking (a rubber band)
2. Strumming (a guitar)
3. Scratching
4. Rubbing (violin bow)
5. Blowing (horn)
6. Shaking (maracas)
7. Hitting (baseball)
8. Striking (drum or chimes)

Some of the sounds we have listened to in kindergarten are:
1. Say "Hello" and feel the vibrations of your own throat.
2. Yardstick: drag along floor with one end placed in front of ear to hear how sound travels through wood. Also place an alarm clock to hear ticking through wood.
3. Cooking fork, tap on table, place in front of ear, hear musical note.
4. Rubber band - hold in teeth and pluck.
5. Hose from vacuum cleaner (or garden hose with funnel at each end) talk to self or others.
6. Spatula - place handle on table, vibrate (metal off edge of table) listen with ear on table.
7. Sea shell - hold to ear.
8. Spoon on string - sound travels through string. Wind string around finger and place in front of ear opening.

9. Talk into pail, hear voice echo back.
10. Comb - vibrate teeth on edge of table or with a pencil. Also, wrap with tissue paper and hum. Feel vibration.
11. Drum with rice, to show vibration.
12. Bottle scale - bottles filled with different amounts of water.
13. Two pairs of sticks, different sizes. Hit together to hear differences in sound.
14. Rattle boxes with different things in them; beans, rice crispies, bird seed, etc.

Personal comments: Although this unit began with the first day of school and continued for over two months, the "getting acquainted with school" continues throughout the kindergarten year. Additional contacts with school personnel reinforce the child's concept of the job he does.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: GROCERY STORE

GRADE LEVEL: K-2

GENERAL OVERVIEW: The class will construct a grocery store. Transportation, food distribution, food processing, label printing, history of food storage, will be explored.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Filmstrips:	Supermarket Workers Wally the Worker Watcher
Films:	Why Eat Our Vegetables Let's Keep Food Safe to Eat Eat Well, Grow Well
Chart:	At the Store

2. Field Trips:

   Trip to the Grocery Store

3. Human Resources:

   Parents - one parent keeps bees and demonstrated equipment, etc.
   Doctor - followed up a food sub-unit
   College student

4. Activities:

   Build a grocery store
   Bake bread
   Make butter

UNIT TITLE: GROCERY STORE

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts	
Creative writing	Take part in the writing of a group story
	Describe two activities that have taken place
	Construct sentences telling about pictures related to unit
Math	
Counting	Count objects in grocery store
Linear measurement	Count the play money in cash register
	Add the cost of two items for sale in the play grocery store
	Make change
	Assist in the measuring of lumber

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Background information about goods as they travel from point of origin until they arrive in the grocery store Discuss and study available pictures and charts Field trip to a grocery store	
Role playing: Playing store (storekeeper, cashier, customers)	

UNIT TITLE: GROCERY STORE (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science	
Nutrition	Categorize items to be placed on shelves Write about the nutritional value of foods
Careers	
Job Functions	Describe what workers in a grocery store do
Production Servicing	Write or draw about the transportation and processing of goods when they leave the factory, farm or point of origin until they reach the grocery store
Transportation of goods	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
National Dairy Council charts, pictures and related materials Cutting and pasting pictures of foods and place them in the seven basic food groups	
View film loops and filmstrips showing actual processing and transporting of goods Discuss various methods of transportation of goods Actual making of bread and butter Packaging and pricing of bread and butter	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILD A GROCERY STORE

II. ACTIVITY FORMAT:

A. Tools and Materials

1/4" plywood 2 sheets
hammer
hand saws
saber saw
nails
yardstick

B. Human Aides and Resources

Parent aides for other activity groups

C. Procedures for this activity (with helpful hints)

1. Order lumber
2. Arrange for student aide to come
3. Set up activities for the part of the class which will not be working with tools
4. Use 2 sessions (about 1-1/2 hours) to cut wood, three sessions for nailing store together
5. Use saber saw for cutting large pieces (allow child to hold handle, while teacher guides it through). Hand saws should be used for smaller pieces
6. Five children at a time worked with student aide - other children worked in groups making food posters, play money, drew and cut out pictures of foods for bulletin board.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAKE BREAD AND MAKE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

- 2 bowls
- 2 sets measuring spoons
- ingredients
- napkins
- paper cups
- jars for butter
- 2 electric frying pans
- 2 blenders

B. Human Aides and Resources

4 parents to supervise groups

C. Procedures for this activity (with helpful hints)

1. Buy ingredients
2. Divide children into 4 goups:
    - 2 groups for bread baking
    - 2 groups for butter making
3. Each parent supervises one group
4. Drink buttermilk

Recipe for Bread

1 cup flour
1 egg
1/2 teaspoon baking powder
Bake in fry pan at 425 degrees

Recipe for Butter

1 quart cream
dash of salt
put 1 cup cream into a pint jar (or smaller jar)
Let each child shake the jar a certain number of times until it turns to butter

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: HOME AND FAMILY LIVING

GRADE LEVEL: K-2

GENERAL OVERVIEW: Human behavior is shaped by the social environment. Members of a group learn to behave as part of a group. As the child studies family life in other parts of the world, he begins to realize that despite cultural diversity, all people shape their beliefs and behavior in an effort to satisfy fundamental needs.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Flat Pictures: Children of Europe

Realia: Doll - Brussels
Doll - Lombardy
Wooden shoes
Doll - Russia

Record & Filmstrips: What Else Do Fathers Do?
What Else Do Mothers Do?

Field: Kindergarten Picture Set - Unit on Family

Book: To Be A Pioneer - Burns and Hines

Film: Colonial America - Fowler - The Fideler Co.

Filmstrips: If You Were a Boy Born in Afghanistan
How Johnny Shaw Lives in Iran

Movies: Niko - Boy of Greece
Boy of Japan
Story of Pablo - Mexican Boy

2. Field Trips:

Trip to grocery store
Trip to bakery
Royal Oak Police station
S.E.O.V.E.C. - children saw many people at work and viewed the machines being used. They made shape books for each class visited and

taped an "interview - radio show" upon our return.
Benedictine Apple Orchard
Ford Museum - Greenfield Village

3. Human Resources:

Parents at work
Problem solving situations: getting along at home and work
Mothers
Aide
Parents
Drivers for field trips

4. Activities:

Spaghetti Sauce
Pan rolls
Canning apple butter
Homemade egg noodles
Roller Movie - Our Trip to the Police Station
Inventing Machines

UNIT TITLE: HOME AND FAMILY LIVING

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Numbers Sets Comparison Size Counting	Identify members in family Total number in family Make comparisons - boys and girls in family Read a bar graph
Social Studies Map reading Family roles Awareness of others Weather Comparison Machines	Discriminate directions on map Discuss and compare children in a) Armenia b) Mexico c) Greece d) Italy Describe a family helping each other List reasons for family change Tell about family disagreement Identify physical location Compare weather in each country with ours

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
The child will observe the construction of a bar graph by the teacher showing the family members of each class member One to one representation of mother, father, brother, sister, grandparents (in the home) and pets Count and compare numbers of various members, i.e., (we had two times the number of brothers as sisters) Discuss increasing quantities of a recipe for Apple Butter and determining amounts needed. Children will participate in a discussion of methods preserving foods, including canning process	
Locate his own home on a city sectional map Locate Emerson, Kimball, the ice rink and at least one park area on the sectional map Verbally list at least three uses of land as a result of a neighborhood walk to his home Trip to Benedictine Orchards, the child will be able to draw a picture showing land use different than that seen in his neighborhood (i.e., farm, orchard, Christmas tree nursery, cemetery, college, expressways, etc.)	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Social Studies (Continued) After discussion of the single-parent family, step family, adoptive family, grandparent in the home, etc., the child will be able to describe verbally one family structure different than his own Solve ditto on definition of work answering questions "yes" or "no" Participate in one of four experiments showing how machines make work easier Cut from magazines and categorize machines as to their source of energy: fuel, electricity, muscles	

UNIT TITLE: HOME AND FAMILY LIVING (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers Family occupations Necessary training Home location and job	List the duties of the chef and baker "Act out" role of a chef and baker "Act out" through role playing learning situations at home in which adults teach infants Participate in a field trip to at least one parent's place of work (Royal Oak Police Department) Contribute some article of realia (tool or product) from parent's job for our bulletin board and discuss or write about its use
Language Arts Letter writing Experience Stories Vocabulary Development Book making	Role play members of their family Write stories (example: If they lived in one of the countries we have studied)

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Illustrate members of his home family Discuss with class the kinds of jobs the members of his family have outside the home When available, the child will share some material or tool that is used in the occupation of a member of the family	
Write or dictate a story about his parent's job Discuss jobs utilizing new vocabulary Write thank-you notes to police station Write and illustrate, over a two week period, a book about mother's role Write story about machines they made	

UNIT TITLE: HOME AND FAMILY LIVING (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Music Dances Singing games Songs	Take part in games that originated in a foreign country Take part in a group sing featuring songs from other countries Learn a dance that originated in another country
Art Cutting Pasting Drawing Watercolor	Draw pictures of parents at work for bulletin board Water color a picture for a roller movie Invent and construct a machine

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Group sing Circle of individual dances Play any foreign game of your choice	
Illustrate the kind of occupation (usually father) of family member and dictate description Class discussion, view films and reading Contribute pictures from magazines to a class mural showing characteristics of the fall season	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ROLLER MOVIE - OUR TRIP TO THE POLICE STATION

II. ACTIVITY FORMAT:

A. Tools and Materials

cardboard box
ditto paper
dowel rods
masking tape

B. Human Aides and Resources

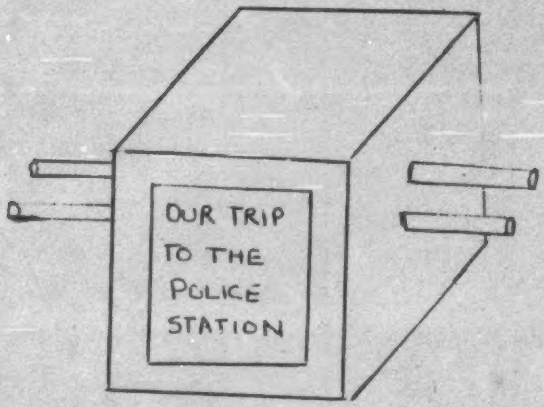
Teacher Aide

C. Procedures for this activity (with helpful hints)

1. Discuss trips and order of events.
2. List order of events on board.
3. Sign up children to illustrate each one.
4. Each child illustrates with black crayon and water colors on a ditto sheet (correct size and texture for rolling) one of the events listed on board.
5. Teacher and/or aide writes sentences for each child on picture as he dictates it.
6. Aide tapes all pictures together in order and attaches to roller.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We taped the story, each child recording his own part, so we could listen to it and share it with others.


OUR TRIP TO THE POLICE STATION

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

INVENTING MACHINES

II. ACTIVITY FORMAT:

A. Tools and Materials

tool panel
odds and ends from home:

wood	styrofoam
caps	buttons
pipe cleaners	sticks
yarn	

B. Procedures for this activity (with helpful hints) 4 Sessions

1. Plan together orally machines we would like to invent.
2. Children draw machines they would like to make ("Idea" paper). (They must keep in mind the materials available - these should be here already.)
3. Construct machines.
4. Paint machines.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SPAGHETTI SAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

large pot
measuring spoons
hot plate
wooden spoon
mixing bowls
5-1/2 lbs. noodles

B. Human Aides and Resources

Parents
Aide

C. Procedures for this activity (with helpful hints)

LONGFELLOW-SECOND GRADERS' SPAGHETTI SAUCE

20 lbs. ground beef (or make meat balls)
3 large onions, chopped fine
3 bay leaves
4 T. oregano
4 T. sweet basil
3 T. salt
1 T. black pepper
1 T. ground garlic (salt) or 2 garlic bulbs
1 #10 can tomato paste
2 #10 can chili sauce or spaghetti sauce
1 T. sugar
2 cups parmesan cheese (ground)
If making balls, add 4 eggs

Brown meat in large pot
Add 3 qts. water
Add onions, bay leaves, basil, salt, pepper, garlic, tomato paste, and chili sauce
Simmer 30 min., then add cheese
Simmer 1-1/2 hours

Serves 75

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANNING AND LABELING APPLE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

- clean baby food jars and lids
- red paper
- crayons
- patterns
- rubber stamp
- scissors
- paste
- spoons

B. Procedures for this activity (with helpful hints)

Assembly line

1. Washing and drying jars and lids
2. Filling jars
3. Wiping clean
4. Putting on lids
5. Carrying jars to label area
6. Tracing apple label
7. Coloring apple stem and leaves
8. Cutting out label
9. Stamping "BUTTER" (commercial stamp)
10. Inspecting labels
11. Pasting labels on jars
12. Delivering apple butter to special people

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANNING APPLE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

apples and other ingredients
large kettles
food mills
paring knives
clean baby food jars

B. Procedures for this activity (with helpful hints)

Recipe for Apple Butter

1 bushel apples
6 lbs. brown sugar
2 t. cinnamon
2 t. all spice
Water to cover

Cook quartered apple till soft - strain through food mill and/or collandar. Add other ingredients and cook over low heat (be careful of sticking) all day!

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAN ROLLS

II. ACTIVITY FORMAT:

A. Tools and Materials

measuring cup
mixing spoon
cookie sheet
large bowl
board

B. Human Aides and Resources

Parent
Teacher Aide

C. Procedures for this activity (with helpful hints)

1 cup milk
1/4 cup sugar
1 teaspoon salt
1/4 cup (1/2 stick) margarine
1/2 cup warm water
2 pkg. or cakes yeast
2 eggs, beaten
5-1/4 cups sifted flour (about)

Scale milk; stir in sugar, salt and margarine. Cool to lukewarm. Measure warm water into large bowl. Sprinkle or crumble in yeast. Stir until dissolved. Add lukewarm milk mixture, eggs, and 2 cups of flour. Beat until smooth. Stir in enough remaining flour to make soft dough. Turn out onto lightly floured board; knead until smooth and elastic, about 8 - 10 minutes. Place in greased bowl, turning to grease top. Cover; let rise in warm place, free from draft, until double in bulk, about 30 minutes. Punch down. Turn out on lightly floured board. Proceed according to directions for any shape desired.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HOMEMADE EGG NOODLES

II. ACTIVITY FORMAT

A. Tools and Materials

measuring spoons
mixing bowl
large cutting board
noodle machine

B. Human Aides and Resources

Parent
Aide

C. Procedures for this activity (with helpful hints)

Sift into large bowl a mixture of:
    4 cups sifted flour
    1/2 teaspoon salt
Make a well in center of flour. Add one at a time (mixing slightly after each addition)_4 eggs. Add gradually about 6 tablespoons cold water. Mix well to make stiff dough. Turn dough into lightly floured surface and knead. Knead dough by folding opposite side over toward you. Using heels of hands, gently push dough away. Give it a greater turn. Repeat process rhythmically until the dough is smooth and elastic. Always turn the dough in the same direction. Let dough set about 20 minutes, then proceed to cut. Yields approximately 1-1/4 lb. dry noodles. Double above to suit number served.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: HUMAN BIOLOGY

GRADE LEVEL: K-2

GENERAL OVERVIEW: My students were very interested in finding out about their bodies and how to keep them healthy. The class went to Beaumont Hospital and became very interested in food service.

TEACHING/LEARNING RESOURCES:

1. **Reference materials:**

   Model of human body and the various, from the I.M.C.
   Your World Books

2. **Field Trips:**

   Beaumont Hospital

3. **Human Resources:**

   School Nurse
   S.E.O.V.E.C. dental students

4. **Activities:**

   Tracing Body Outlines - Filling in Organs
   Doing Family Growth Charts

   Activities with no directions:

   Make diagrams of body parts and label

UNIT TITLE: HUMAN BIOLOGY

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Man as an animal Body function Pattern of growth Human needs Health care and safety	Compare human beings to other animals Compare their hand size with teacher, or each other Prepare a list of needed foods to have a healthy body
Math Graph and charting Recording Linear measurement Weight	Construct a chart and keep a record of throughout the year Prepare diagrams of parts of body
Social Studies Health care habits of different countries Health needs Personal identification History of medicine	Compare foods used in our country with those of other countries List reasons why they are different Compare earlier ways of keeping body healthy

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Each child will draw and label a life-size drawing of himself a) exterior parts b) skeleton (ball and socket, etc.) c) circulatory system (flow)	
See Activities	

UNIT TITLE: HUMAN BIOLOGY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts Interviewing Reading for information Written reports	Gather data and interview resource person Write stories about their health habits Discuss critically each part of their body Explain the functions of three or more limbs of their body Take part in a choral reading poem on the human body
Careers Tools Locations Career characteristics	List reasons for different types of jobs Describe duties of medical helpers Identify 4 tools used by 2 people who work with human biology

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Role play motor skills at different stages in life	
Field trip to William Beaumont Hospital 13 Mile Road	

UNIT TITLE: HUMAN BIOLOGY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art	
Combining	Make a collection of magazine pictures on various helpful food

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Look in magazine for pictures on food containing the important vitamins Paste and make Growth Chart	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING FABRIC GROWTH CHARTS

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors
needle and thread
burlap
liquid embroidery (fabric paint)
dowels (cut to fit width of fabric)
saw

B. Procedures for this activity (with helpful hints)

1. Cut or help children cut five-yard length of burlap (allow 1/2 to 3/4" excess on ends for turning back. The width of these strips should be approximately 8".
2. Turn ends under, allowing room to slide dowels through - slide dowels through (cut so that they are wider than fabric).
3. Using yardstick, mark on fabric inches and half-inches with special indications of feet - mark these with liquid embroidery.
4. Place an "X" with the liquid embroidery at mark where their height rests the first day we measure. Mark date with liquid embroidery. Do throughout year - just before Mother's or Father's Day. Use projector to make profile outline on top of chart. (Can either make profile from other fabric and sew on or make profile on material and use liquid embroidery to make outline)
5. Write greeting and date with liquid embroidery.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRACING BODY OUTLINE - FILLING IN ORGANS

II. ACTIVITY FORMAT:

A. Tools and Materials

large piece of paper
crayons

B. Procedures for this activity (with helpful hints)

1. Have child lie down on piece of paper and partner trace his outline.
2. Reverse process.
3. Then children fill in organs studied and label on outline.
4. Pin shapes up around room.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: INSECTS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is to introduce the children to insects, how to identify, find and collect them. It will also introduce them to how insects can help as well as harm us.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

   Film: Insects: How to Recognize Them

2. Field Trips:

   Stoney Creek - Nature Center
   Quickstad Park

3. Human Resources:

   Parks and Recreation of Royal Oak

4. Activities:

   Construct Insect Net

UNIT TITLE: INSECTS

CONCEPTS	BEHAVIORAL OBJECTIVES
Science Classifying Describing Collecting Gathering data	As a result of this unit, each child will be able to: Explain the stages and processes of metamorphosis Describe at least two insects and how they are alike and different Make an insect collection Gather data on local insects
Language Arts Role playing Reading, writing	Make a booklet about several insects and general information relating to insects
Art Making insect models or homes	Make a model or working insect home

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Field Trip - Nature Center	Stoney Creek Park
Role playing queen bee and ant Write thank-you letter to resource person	
Cutting and pasting. Let children choose insect they would like to draw	

UNIT TITLE: INSECTS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Counting Measuring	Measure and compare lengths of insects Count number of insect legs
Music Singing songs	Recall at least one song about insects
Careers Services Tools	Imitate at least two insects and at least two careers associated with insects

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Measure the length of bee and ant or fly. Compare. Count number of legs	
Sing: "Eensey, Weensey Spider" "Blue Tailed Fly"	
Discuss careers that relate to or destroy insects	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

INSECT NET

II. ACTIVITY FORMAT:

A. Tools and Materials

hangers (enough for one apiece)
netting material (fine cheesecloth) (approximately 3/4 yd. for each net pattern)
tape or needle
yarn
scissors

B. Human Aides and Resources

Mothers

C. Procedures for this activity (with helpful hints)

1. It is much easier to have netting pre-cut. Have children either in large or small groups bend their hangers to a rounded shape.
2. Secure netting around hanger by using tape and sewing. Then sew up side seam.
3. A lot of extra help is needed to avoid complete frustration, so it is best to have other adults available to help.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Bug Poem

wiggle
funny
fly
like
tiny
wings
fast
flutter
flower
hover
free
flicker
sting
oh
green
bite
slow
sky
tree
zoom
hump
little
jiggle
yellow
high
leaf
long
crawl

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: LIQUID MEASUREMENT

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to help children learn correlation of different liquid measurements and gain an appreciation of some of the times we use liquid measurement.

TEACHING/LEARNING RESOURCES:

1. Field Trips:

   Hagelstein's Bakery

2. Human Resources:

   Short order chef

3. Activities:

   Liquid measurement table
   Making carbon dioxide
   Making brownies or peanut butter bars "from scratch"

   Role playing:

   Pharmacist preparing prescription
   Mother preparing recipe
   Nurse administering medication

UNIT TITLE: LIQUID MEASUREMENT

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts Creative writing Verbal expression Reading liquid measurements Listening	Explain what the terms "from scratch" and "cream" mean in a recipe Write a story about his/her experience of making brownies or peanut butter bars in class Listen attentively to stories read to them
Math Liquid measurement Introduction of metric	Relate how many cups are in a quart and half gallon and how many quarts are in a half gallon Relate that most of the world uses a "different" measuring system (Metric)

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Let's Measure Book	
Making carbon dioxide Making brownies or peanut butter bars	

UNIT TITLE: LIQUID MEASUREMENT (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Displacement Chemical formulas Physical changes Chemical changes	Describe the physical change of an ice cube to liquid to water vapor Describe the chemical change created by mixing baking soda and vinegar with the resulting CO_2 Recall what happens to the level of water in a pail when an inflated balloon is submerged in the water Explain that a chemical formula is balanced analogous to a number sentence
Art Communication in pictures Drawing Cutting Pasting	Prepare a booklet showing correlation of liquid measurement

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS

UNIT TITLE: LIQUID MEASUREMENT (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Science Food and Drug Administration Product labeling	Describe five careers where liquid measurement is important Collect five commercial labels which show liquid measures (recognition) Relate how the Food & Drug Administration has changed The labeling restrictions during the last few years
Careers People and their jobs Training Tools	Describe what a wrong measurement and thus ruined product means to a company Describe five careers where liquid measurement is important Tell about the training program for one career listed above

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CARBON DIOXIDE (CHEMICAL CHANGE)

II. ACTIVITY FORMAT:

A. Tools and Materials

bkaing soda
bottle of vinegar
12 clean dry pop bottles
paper cups
clean-up facilities

C. Procedures for this activity (with helpful hints)

1. Group children in pairs and give each pair a clean dry pop bottle, a teaspoon of baking soda and 1/4 cup vinegar.
2. Have children describe characteristics of materials provided.
3. Have children place baking soda in the bottle and hold thumbs over mouths of bottle and describe what they feel.
4. Have children pour vinegar into the bottle and observe the reaction which takes place.
5. Again, have children hold thumbs over the mouth of bottles and describe what they feel.
6. Instruct children to describe the new material that is formed. Identify the gas as CO_2 for children.
7. Help children realize that heat (or energy) is required for chemical change to occur.

III. RESULTS OF THIS ACTIVITY (AFTERIMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAKING BROWNIES OR PEANUT BUTTER BARS

II. ACTIVITY FORMAT:

A. Tools and Materials

recipes
baking equipment
oven
baking supplies
paper plates
plastic wrap
masking tape
cooling racks

B. Human Aides and Resources

2 mother helpers (one mother to each group would be more advantageous)

C. Procedures for this activity (with helpful hints)

1. Hand out ballots day before and allow children to select which recipe they want to make (avoids confrontation with allergenic sensitivities to chocolate).
2. Group children.
3. Buy appropriate provisions.
4. Set up groups in kitchen with supervision.
5. Proceed with recipes - meantime, preheat oven.
6. Once batter is in oven, proceed with regular classroom procedure.
7. After bars are cool, divide bars according to family census - send home on plates.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

FUDGE BROWNIES

1/2 cup butter or margarine
1 cup granulated sugar
1 teaspoon vanilla
2 eggs
2 1 oz. squares unsweetened chocolate, melted
1/2 cup sifted all-purpose flour
1/2 cup chopped California walnuts

Cream first 3 ingredients. Add eggs; beat well. Blend in chocolate, then stir in flour and nuts. Bake in greased 8 x 8 x 2-inch pan at 325 degrees for 30 to 35 minutes. Cool. Cut in squares or diamonds.

PEANUT BUTTER BARS

1/2 cup peanut butter
1/4 cup butter or margarine
1 teaspoon vanilla
1 cup brown sugar
2 eggs
2/3 cups sifted all-purpose flour
3/4 cup chopped walnuts

Cream first 4 ingredients. Add eggs, one at a time; beat well. Stir in flour and walnuts. Spread mixture evenly in a greased 8 x 8 x 2-inch pan. Bake at 350 degrees for 25 to 30 minutes. Cool slightly before cutting. Cut in bars. Remove from pan; cool. Makes about 2-1/2 dozen bars.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LIQUID MEASUREMENT TABLE

II. ACTIVITY FORMAT:

A. Tools and Materials

- oil cloth table cover
- pail of water
- measuring cups
- different sized volume containers
- sponges
- mops
- chart of inquiries (i.e., how many cups in a quart?)
- paper towels

B. Human Aides and Resources

Understanding custodian

C. Procedures for this activity (with helpful hints)

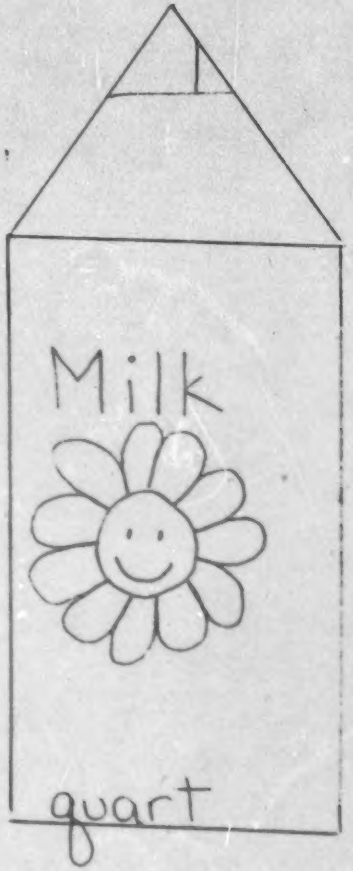
1. Cover classroom wooden table with oil cloth and secure in place.
2. Each child is given a copy of attached booklet - which is a presentation of volume inquiries posted above table.
3. Two children at a time are allowed to use the table to discover answer to one question - then must relinquish the table to another child.
4. Child hands in booklet when he/she has it completed.

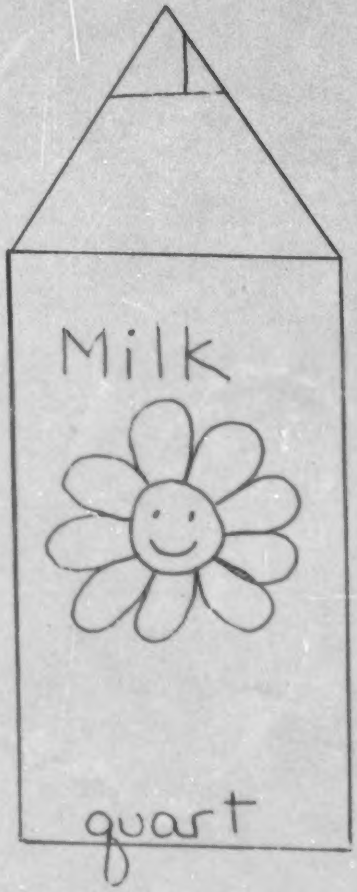
III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Keep mops, sponges, paper towels and wastebasket handy.

Let's Measure

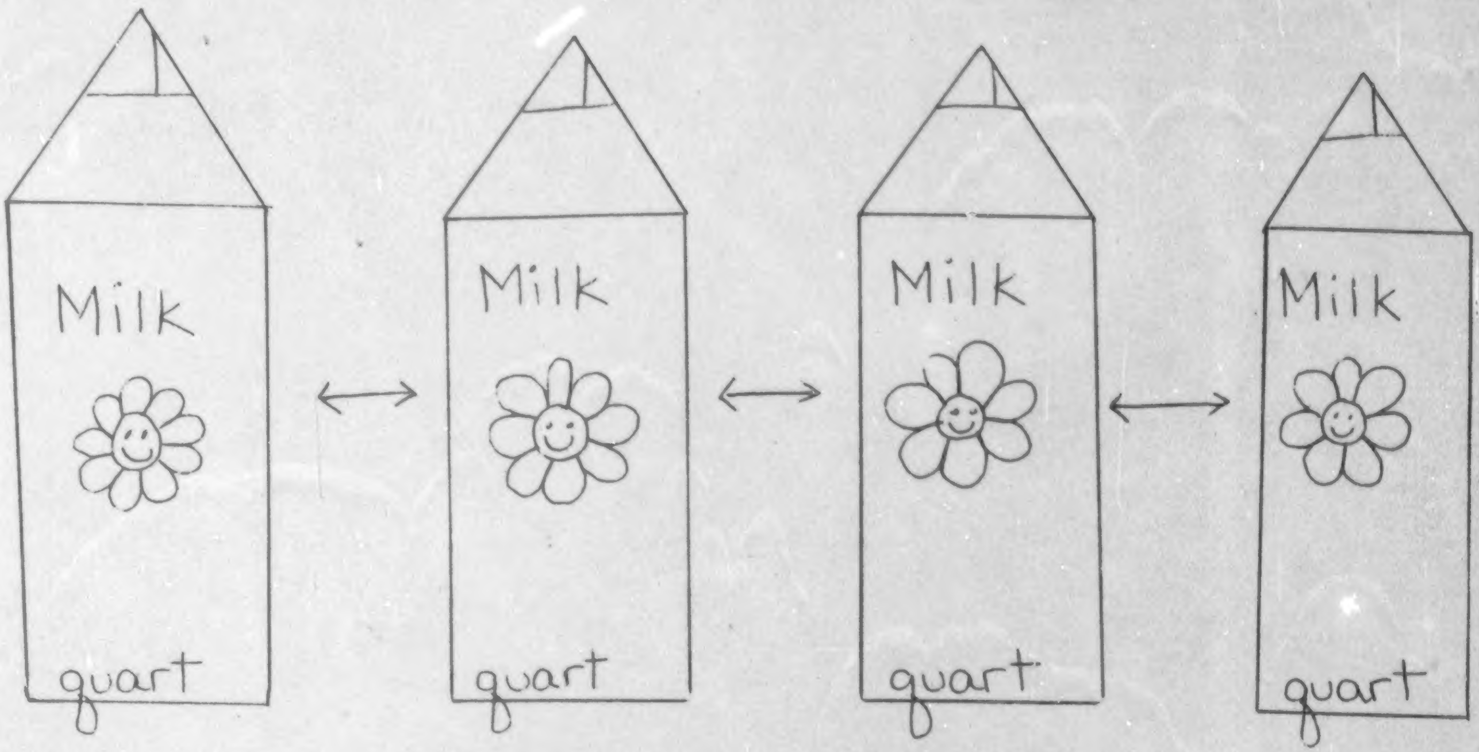
If you were to offer a treasure.
of liquid gold,
I would want to know to measure
Before I'm very old.
You said I could have a pint,
And I did pour a quart.
I would be much richer,
And you would end up short?





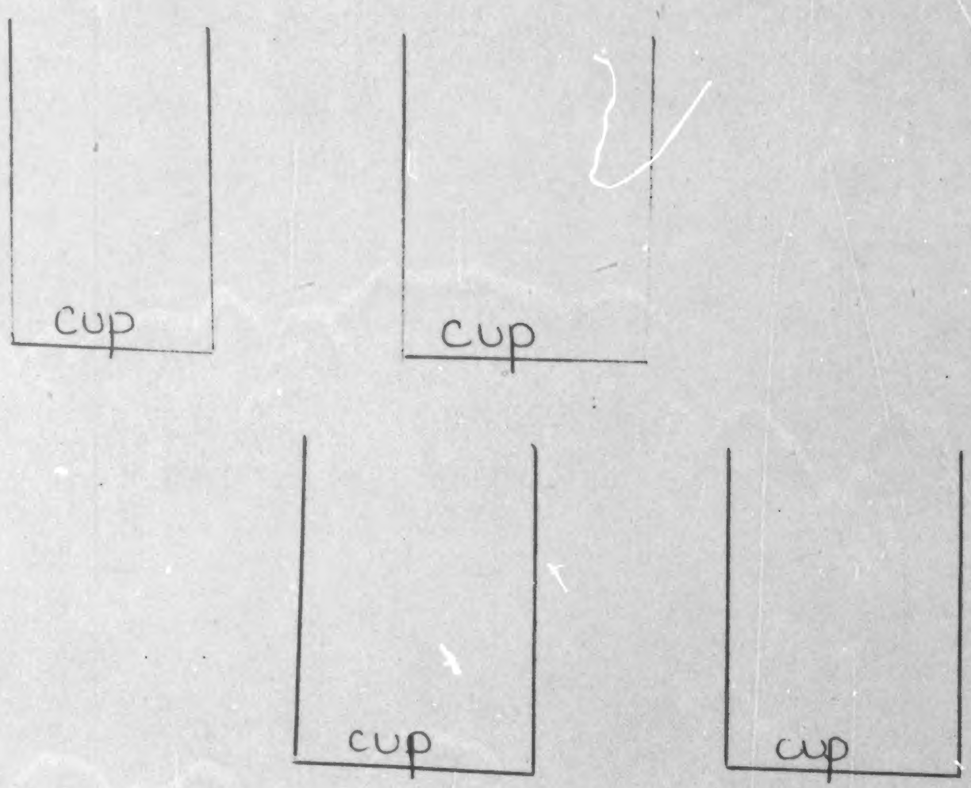
How many quarts in one-half gallon?

2 Two quarts


Milk
quart
Milk
quart
Milk
quart
Milk
quart

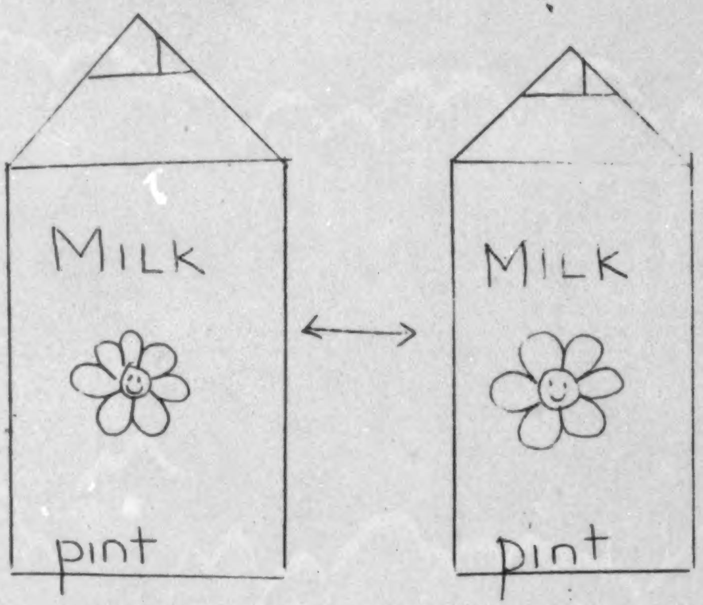
How many quarts in one gallon ?

4 four quarts


cup
cup
cup
cup

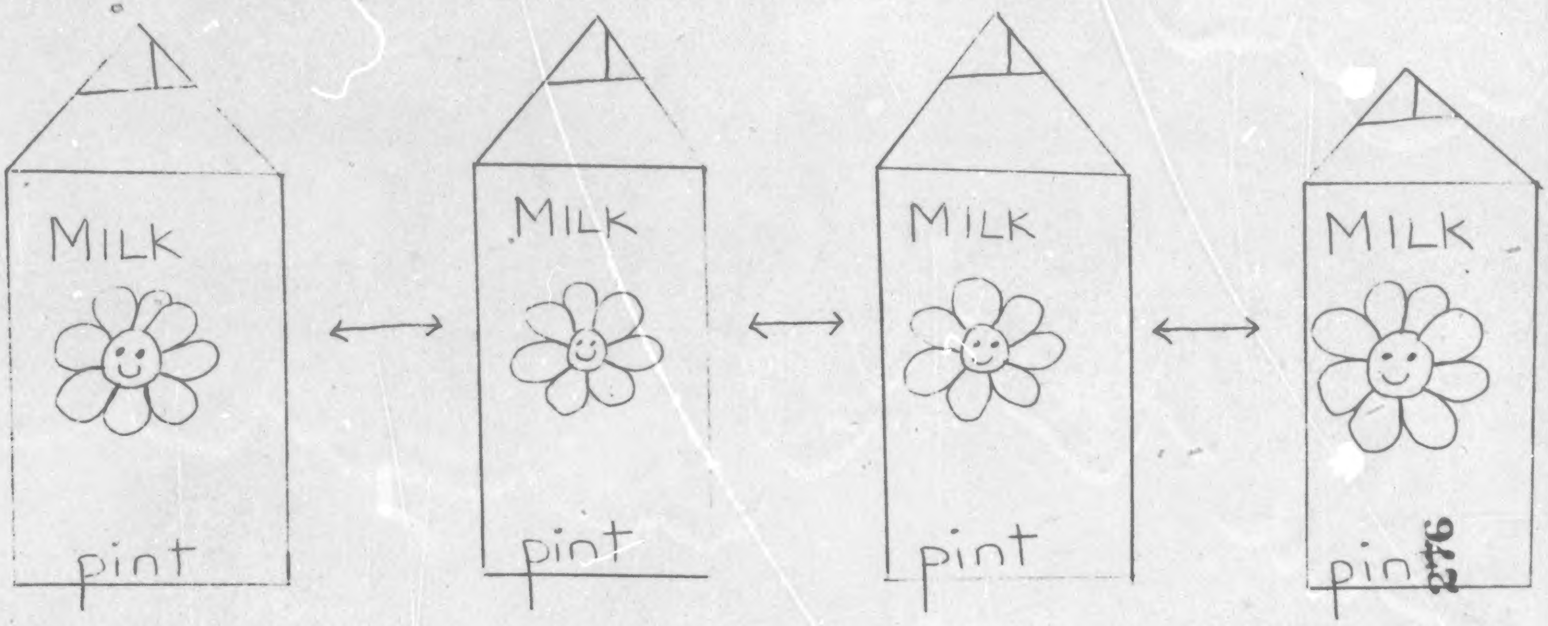
How many cups in one quart?

4 four cups


MILK
pint
MILK
pint

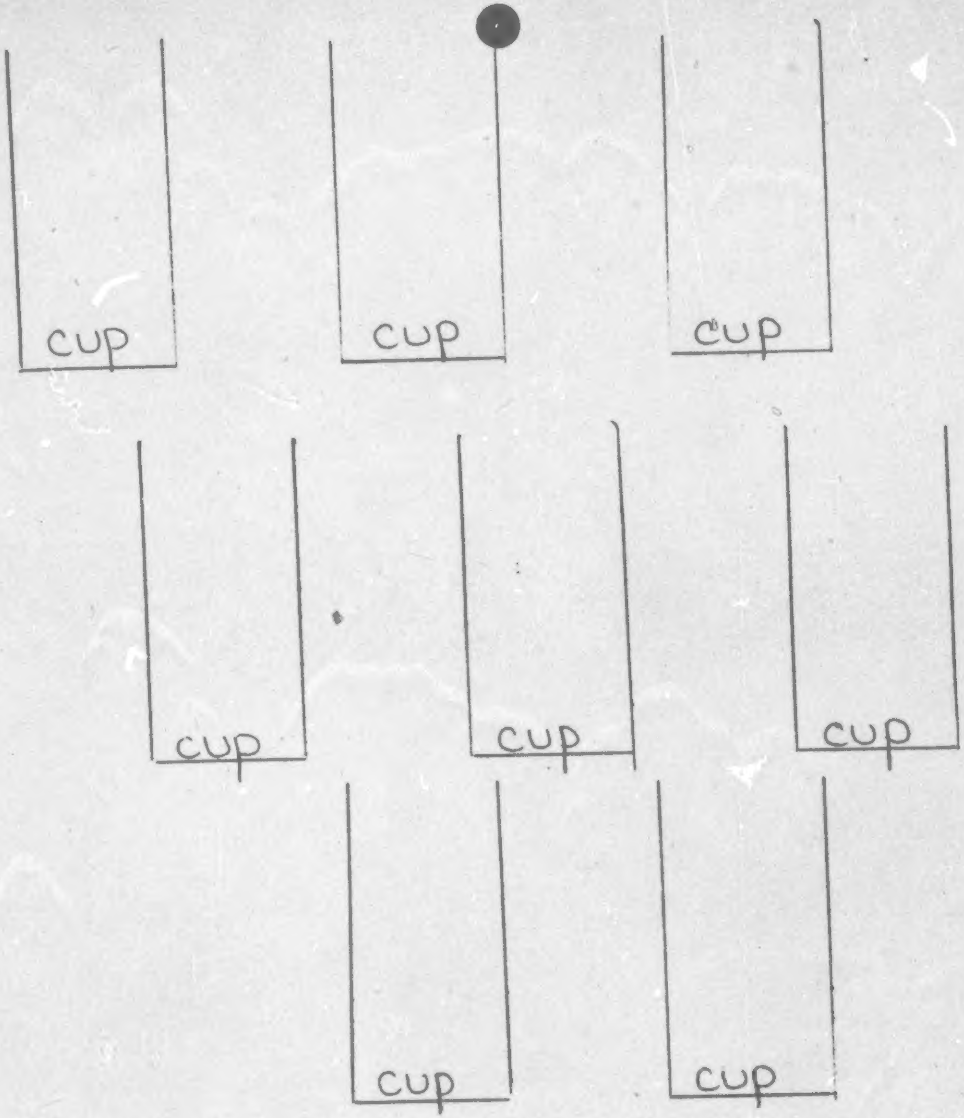
How many pints in one quart?

2 two pints


MILK
pint
MILK
pint
MILK
pint
MILK
pint

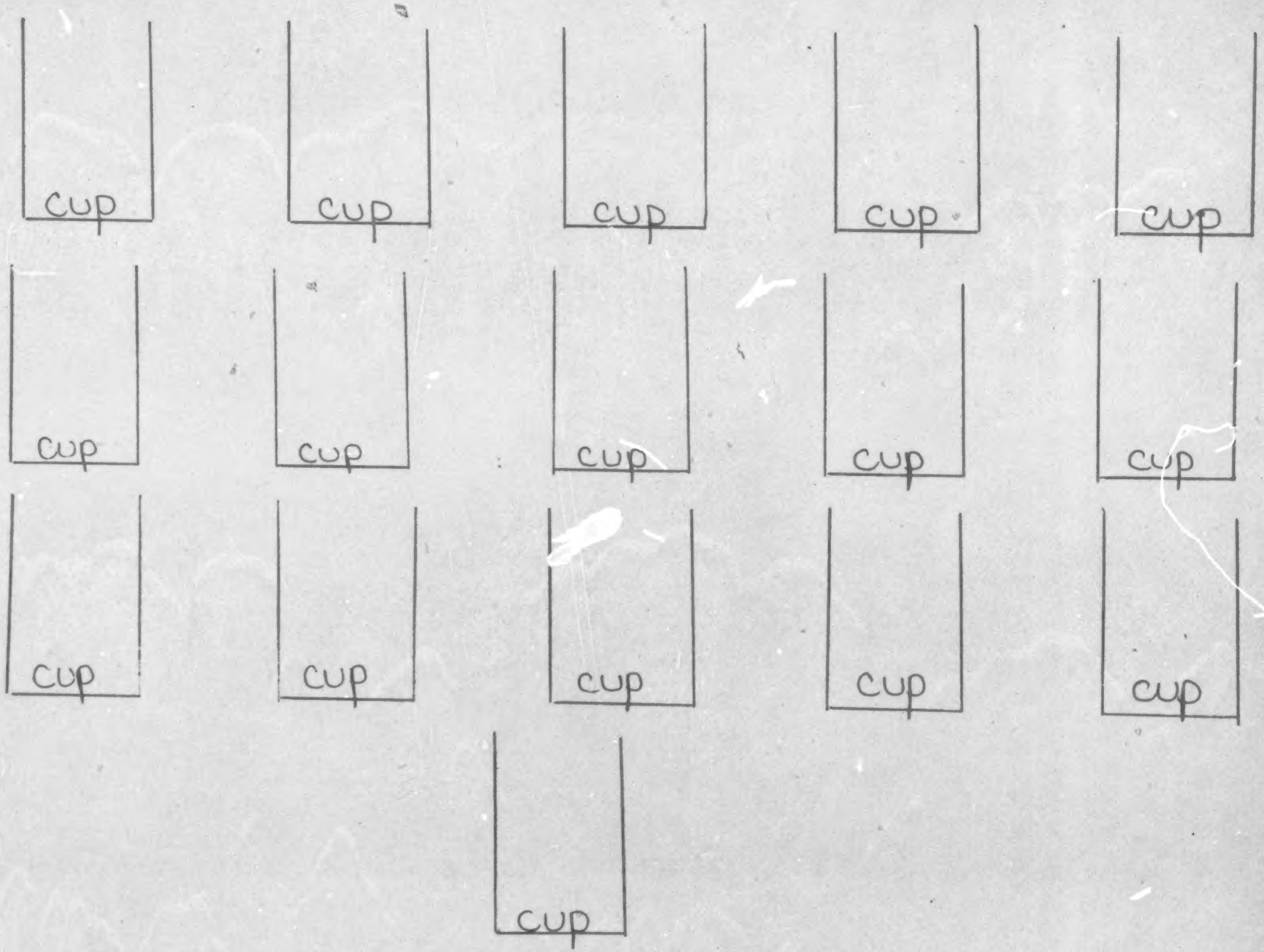
How many pints in one half gallon?

4 four pints


cup
cup
cup
cup
cup
cup
cup
cup

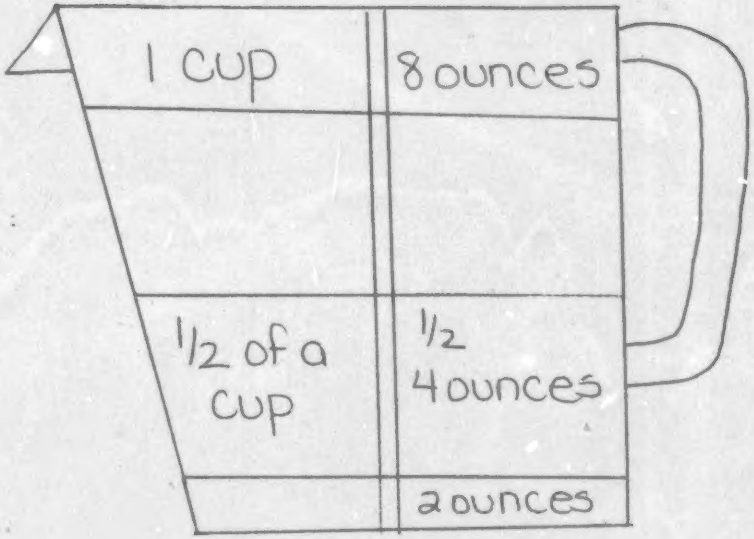
How many cups in one-half gallon?

8 eight cups


cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup
cup

How many cups in one gallon?

16 sixteen cups


1 cup
8 ounces
1/2 of a cup
1/2
4 ounces
2 ounces

How many ounces in one cup?

8 eight ounces

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: MAGNETISM AND ELECTRICITY

GRADE LEVEL: K-2

GENERAL OVERVIEW: Primary introduction to magnetism and electricity as outlined in Science Guide.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Film and
Book: Mickey's Magnet

2. Field Trips:

Detroit Institute of Arts - Play: "Young Tom Edison"

3. Activities:

Eight science experiments

UNIT TITLE: MAGNETISM AND ELECTRICITY

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Magnetism Simple circuits	Name the magnetic poles Name the parts of the magnet that are strongest Tell what magnets attract and repel Tell what objects magnetic force will pass through Tell what closed and open circuits are Tell two things about static electricity
Language Arts Creative writing Biographies	Write a thank-you letter Develop vocabulary using specialized terms Write creative stories Write a Thomas Edison biography

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Participate in eight experiments showing science concepts Participate in small group and large group discussion	
Make a group booklet Make a group mural Write thank-you letter View filmstrips Write creative story: "If I were the largest magnet in the world, I would ...."	

UNIT TITLE: MAGNETISM AND ELECTRICITY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Science Electrical Inventions	Tell how magnets have developed throughout the years Give highlights of Thomas Edison's inventions
Careers Job Functions— Production Servicing Tools Use	Discuss 6 kinds of jobs and tools using magnetism and electricity Tell about products using magnetism and electricity

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Group discussion and background information about development of magnets and Thomas Edison's inventions	
Discuss jobs, tools and locations related to magnetism and electricity Group projects making murals and books related to jobs involving magnetism and electricity Viewing filmstrips and film loops	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EIGHT SCIENCE EXPERIMENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

magnets
iron filings
needles
various materials to show attraction, etc.
light bulb
wire
battery

B. Procedures for this activity (with helpful hints)

See pages ME-1 to ME-8 in Royal Oak Science Guide for complete details.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: MICHIGAN

GRADE LEVEL: K-2

GENERAL OVERVIEW: Develop awareness that we live in a state that is a unit of the United States. Involves all the disciplines and shows the industries, products, and recreational facilities in Michigan. Introduces ways people earn a living in Michigan.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: How Farms Help Us - Benefic Press
Let's Visit a Farm - Taylor Publishing Company
Hiawatha

Road maps of Michigan

2. Field Trips:

Upland Hills Farm

3. Human Resources:

Mothers
Teacher Aide

4. Activities:

Making booklet about Michigan
Puppet making - puppet play

Activities with no directions:

Make cherry tarts

UNIT TITLE: MICHIGAN

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies	
State peninsulas	Locate cities of Michigan on a Michigan map
Natural resources	Name one product, industry, animal, plant and recreational facility in Michigan
Michigan symbols	Name the symbols of Michigan
Michigan's history	Tell about Indians in early Michigan and repeat first four lines of Hiawatha
	Tell or write about an event in Royal Oak history

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS

Locate Michigan on a United States map

Bulletin board map of Michigan - discussion

Spread Michigan maps on floor - children locate points of interest

Michigan Study Sheet

Bulletin board map with small cut paper or wood objects on it, i.e., car, trucks, cherry trees, fish, deer, bear, furniture, capitol building, wooden shoes, tulips, cereal boxes

Each child makes booklet containing writing and pictures:

a) Map of Michigan
b) Pictures of robin, apple blossom,
c) Picture of wooden shoe with tulips growing out of it
d) Picture of cherry pie
e) Picture of car
f) Make Indian picture (Hiawatha), tepees, canoes, choral reading and beating out rhythm of Hiawatha

UNIT TITLE: MICHIGAN (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers Functions Characteristics	Name three jobs people do in Michigan
Science Apple and cherry orchards Michigan animal farm	Work cooperatively to use a product Observe farm animals. Tell how wool is shorn Name five animals found in Michigan
Language Arts Vocabulary Enrichment Puppet Show Poetry	Learn new vocabulary words, take part in puppet show portraying an animal character

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion, role playing, collecting pictures	
Class discussion - cherry orchards, farms in Traverse City Make cherry tarts Visit Upland Hills Farm	Upland Hills Farm School Bus
Make puppet book. Learn poems. Give puppet show	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAPER BAG PUPPETS - "GOOD MORNING"

II. ACTIVITY FORMAT:

A. Tools and Materials

sandwich bags
patterns - duck, bird, mouse, dog, cat
poem - "Good Morning"
colored construction paper

B. Procedures for this activity (with helpful hints)

1. Make duck first as all others follow same procedure.
   Duck - yellow and orange
   Mouse - brown and pink
   Bird - red and yellow
   Dog - Cat - white, brown, black or grey
2. Cut pattern pieces.
3. Paste body up to fold of bag.
4. Decorate head.
5. Paste head to bottom of bag, lining up flat edge of head to edge of bag.
6. Fold bill in half. Paste to body and inside fold of bag bottom.
7. Paste on feet.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

GOOD MORNING

One day I saw a Downy Duck
With feathers on his back.
I said, "Good Morning, Downy Duck,"
And he said, "Quack, Quack, Quack."

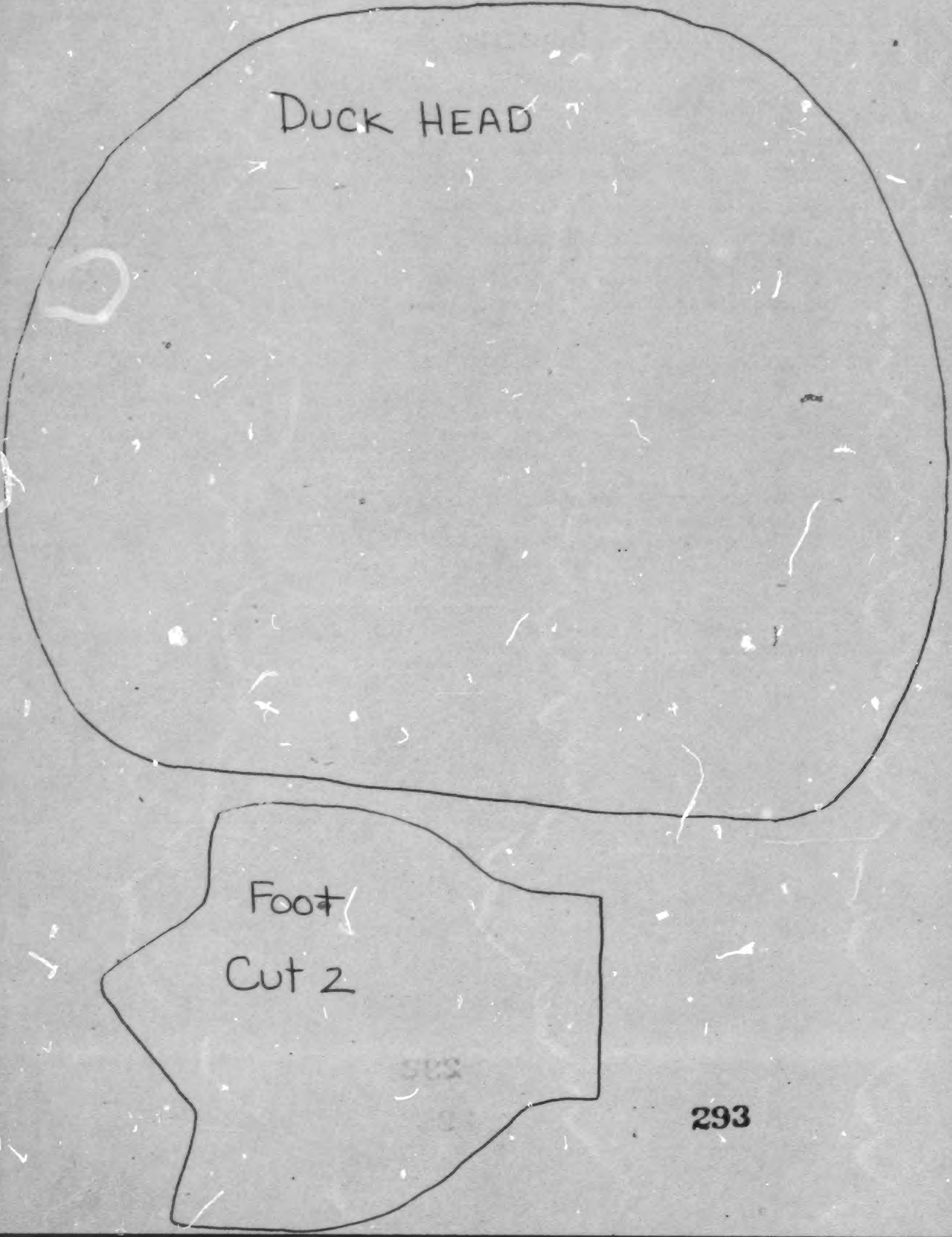
One day I saw a Timid Mouse.
He was so shy and meek.
I said, "Good Morning, Timid Mouse,"
And he said, "Squeak, Squeak, Squeak."

One day I saw a Scarlet Bird.
He woke me from my sleep.
I said, "Good Morning, Scarlet Bird,"
And he said, "Tweet, Tweet, Tweet."

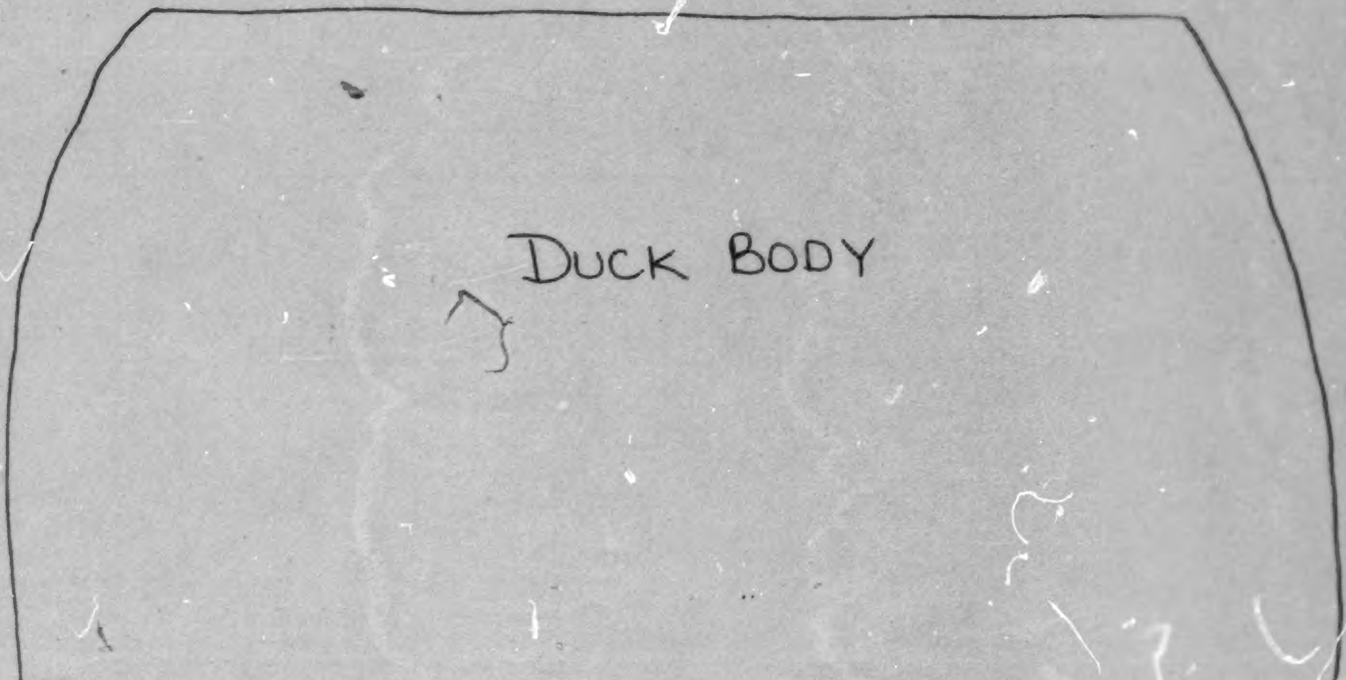
One day I met a Curly Dog.
I met him with a bow.
I said, "Good Morning, Curly Dog,"
And he said, "Bow Wow Wow."

One day I met a Pussy Cat.
She was so soft and new.
I said, "Good Morning, Pussy Cat,"
And she said, "Mew, Mew, Mew."

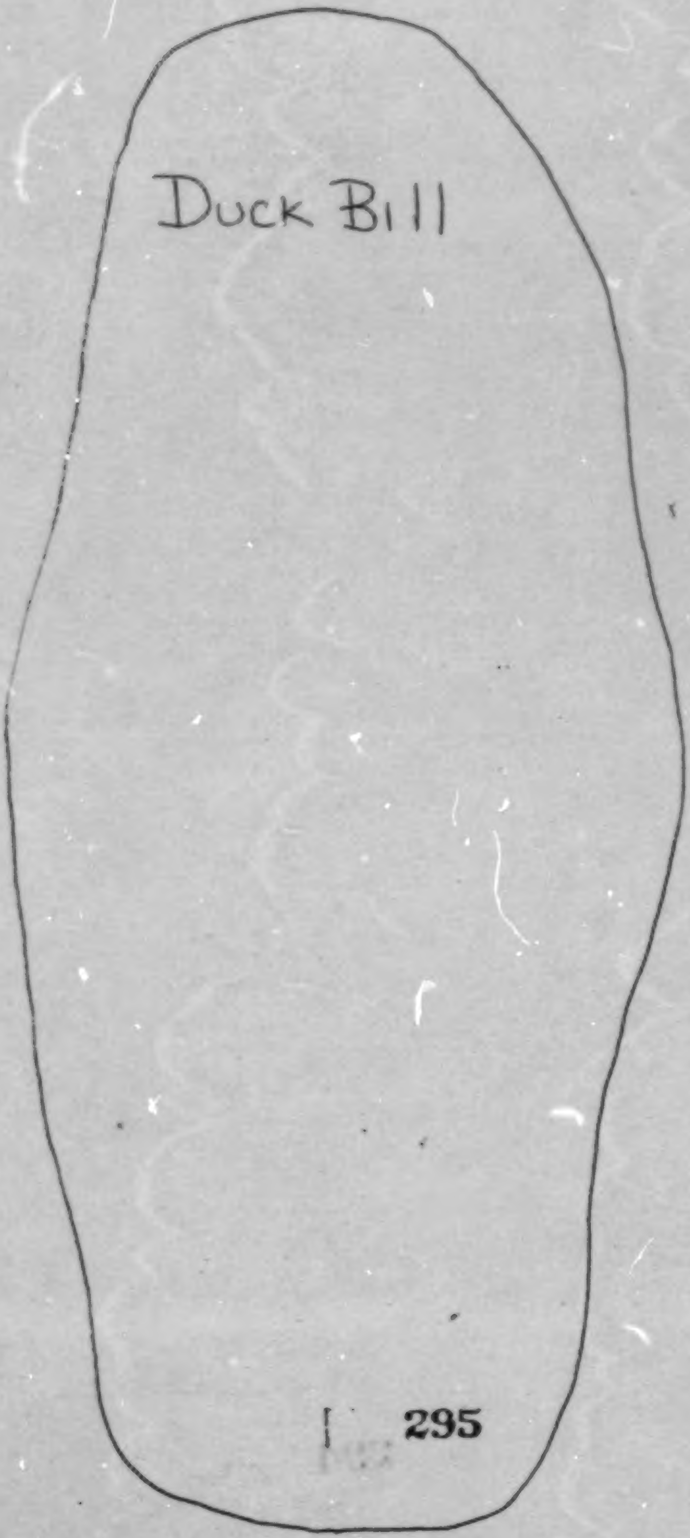
DUCK PUPPET


DUCK HEAD
Foot
Cut 2

DUCK PUPPET

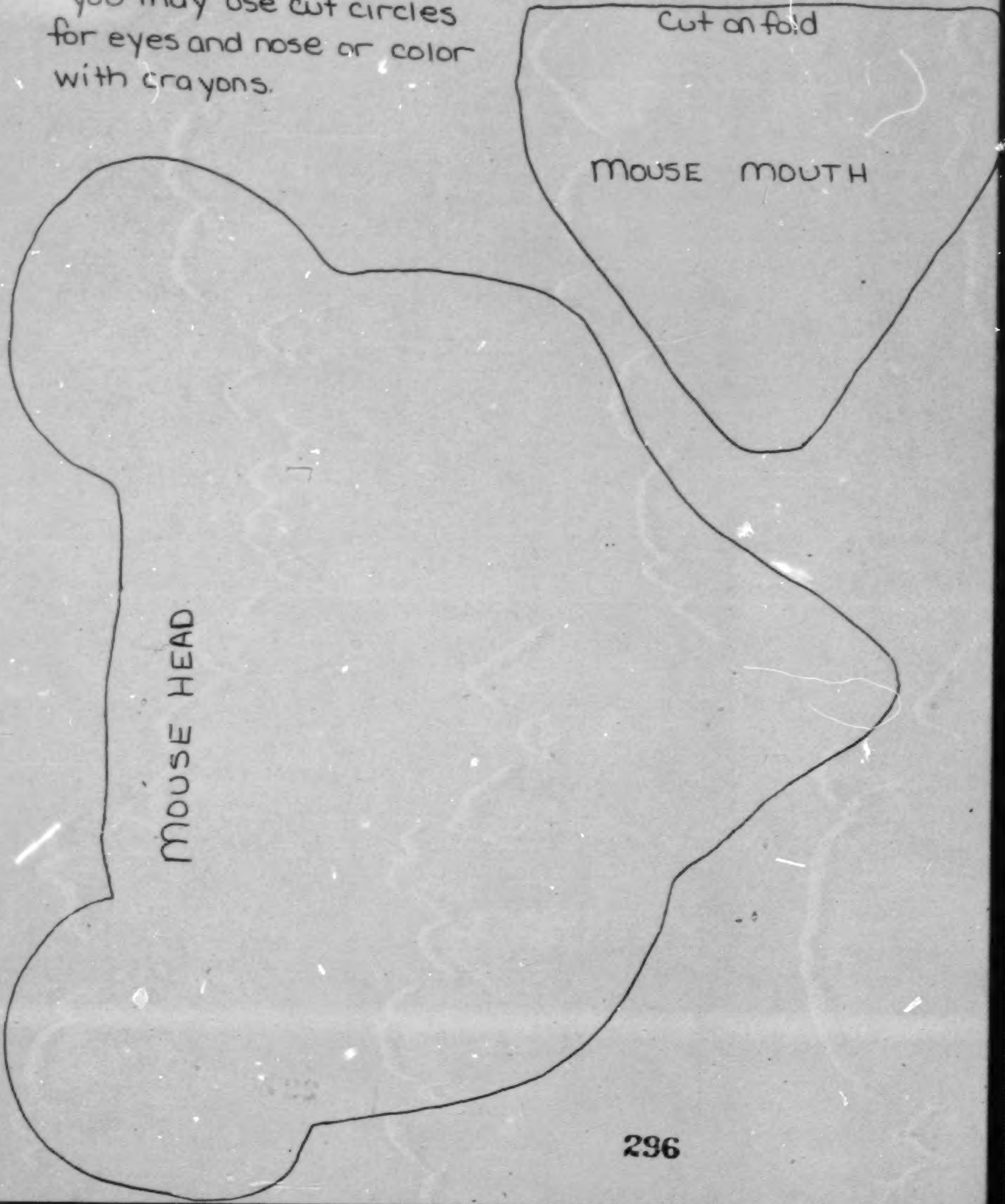


DUCK PUPPET

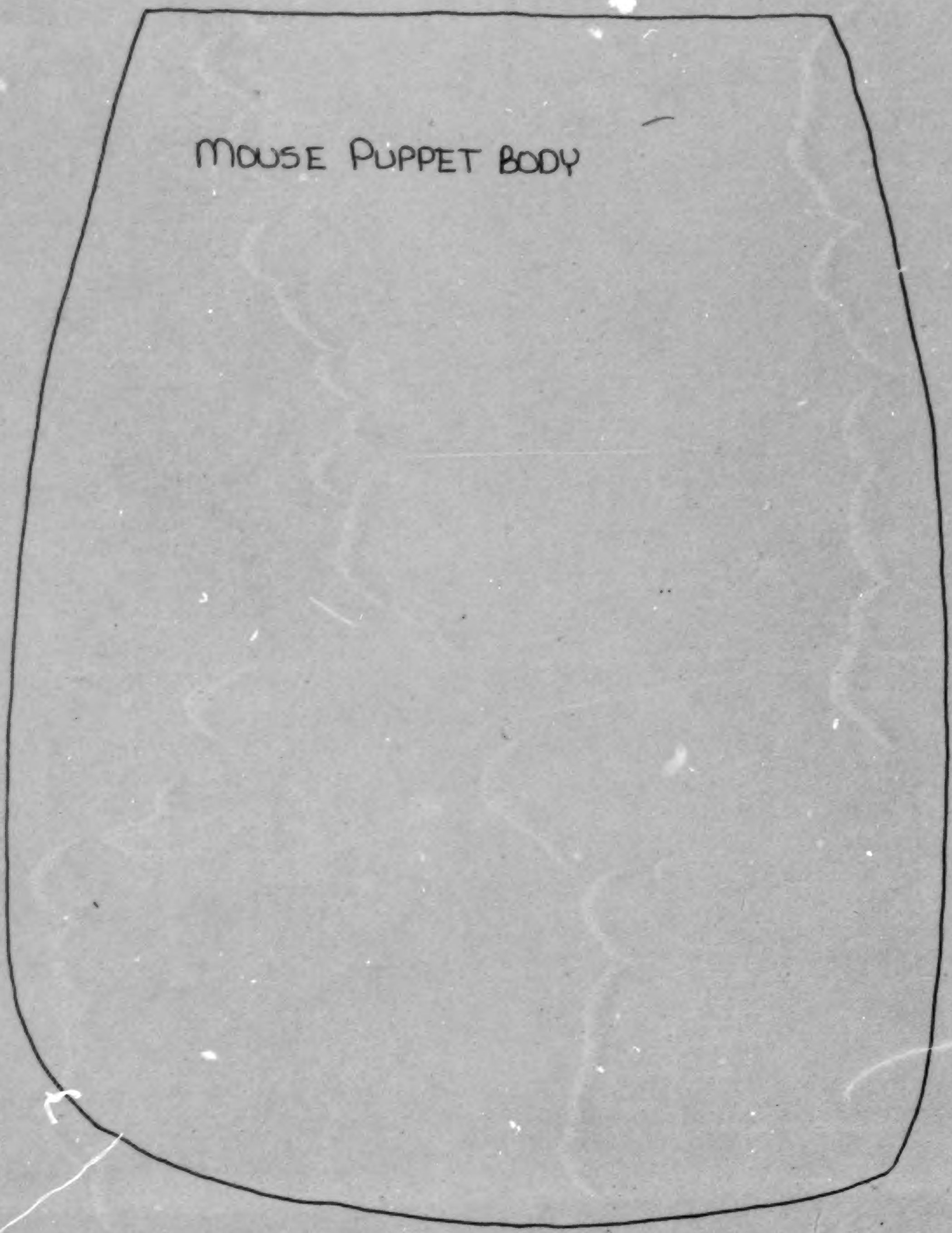


MOUSE PUPPET

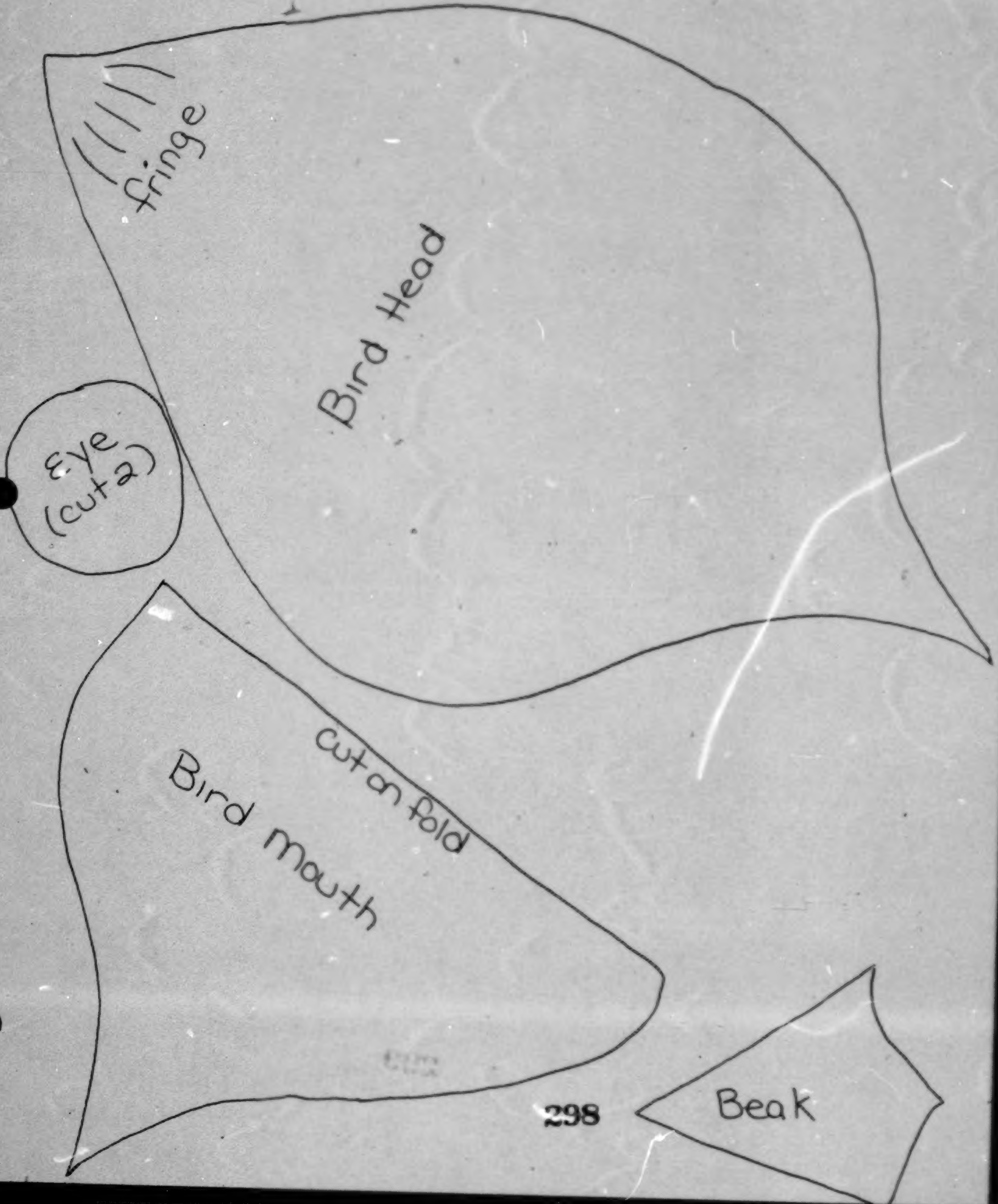
you may use cut circles for eyes and nose or color with crayons.


Cut on fold
MOUSE MOUTH
MOUSE HEAD

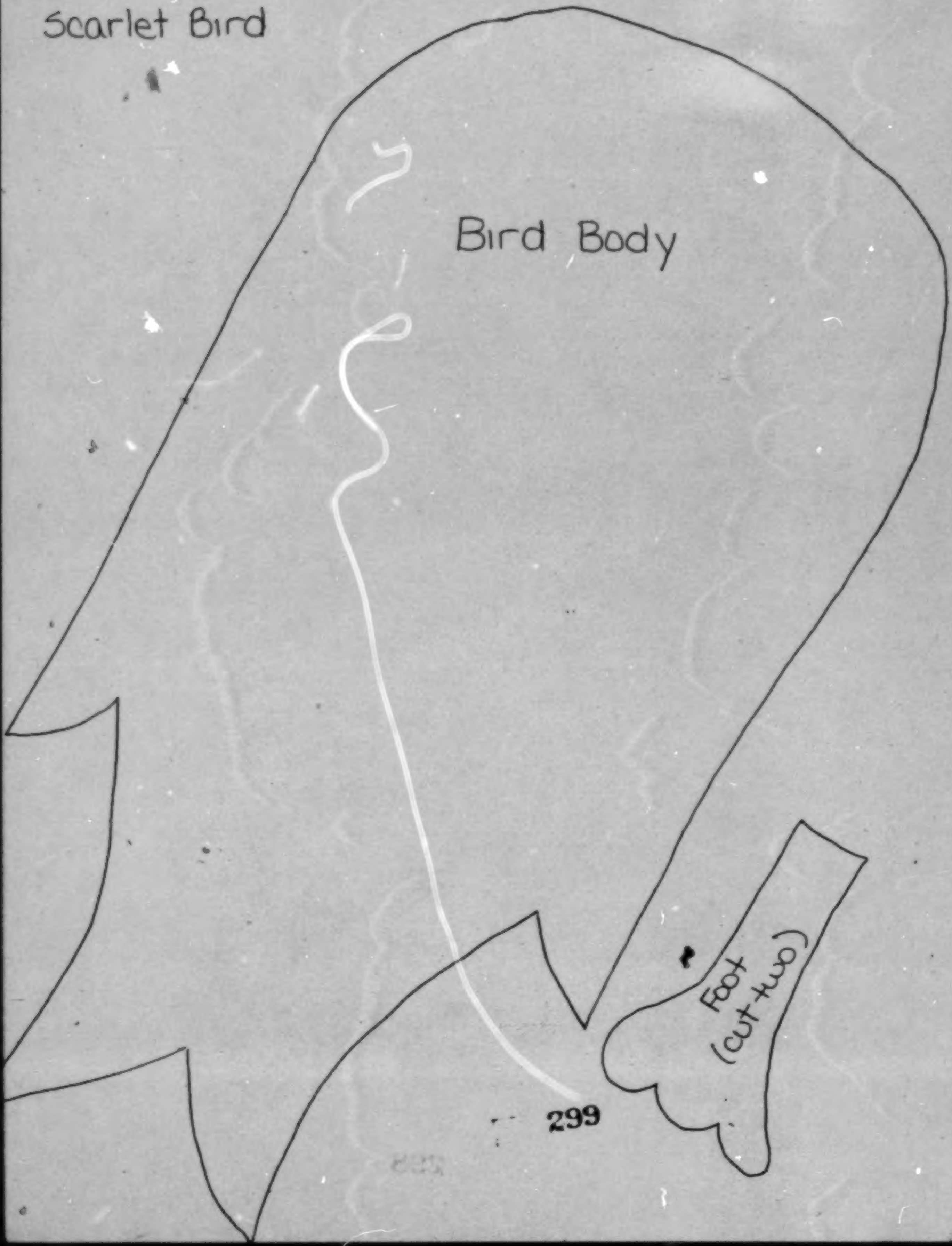
MOUSE PUPPET


MOUSE PUPPET BODY

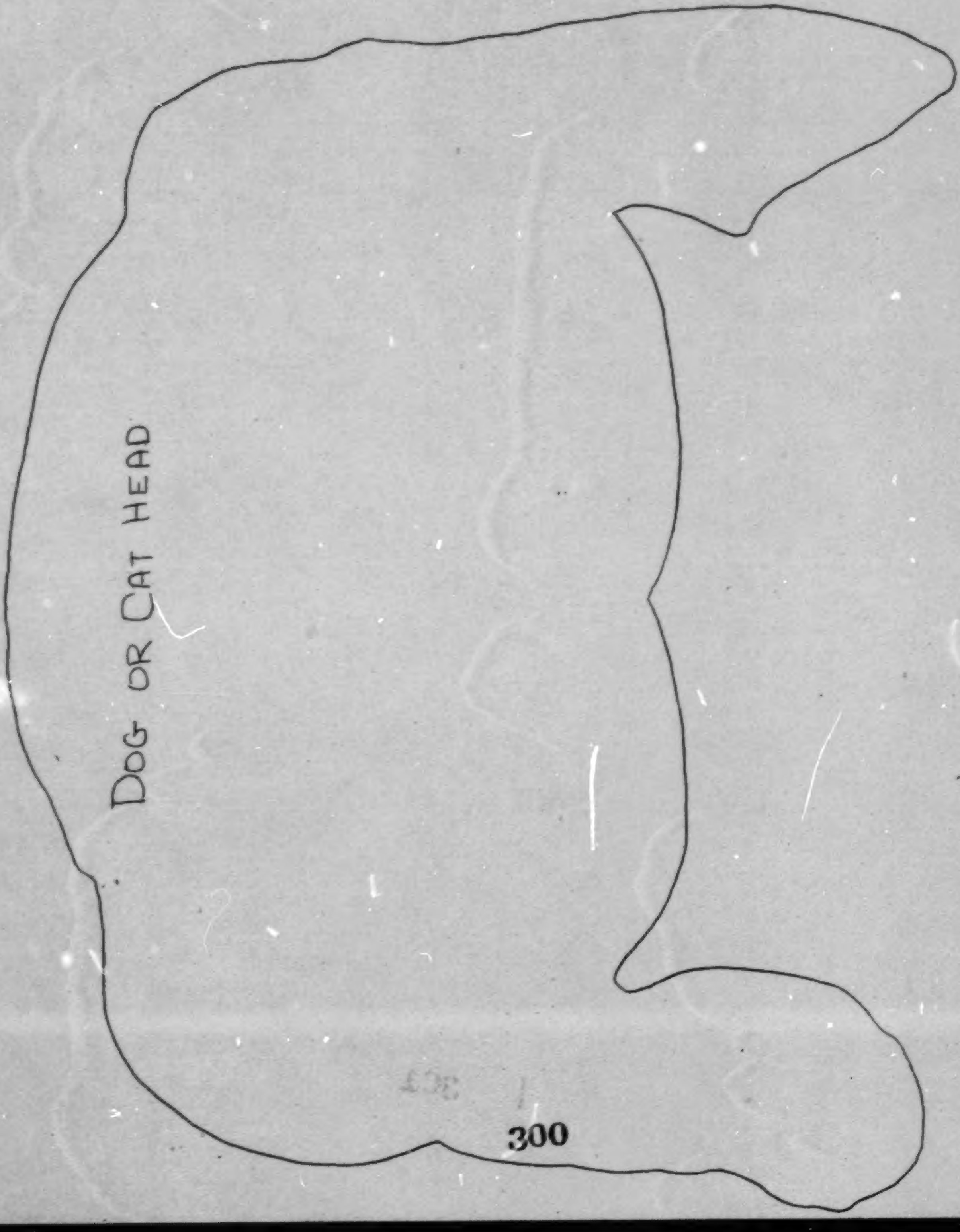
Scarlet Bird


fringe
Bird Head
Eye (cut 2)
cut on fold
Bird mouth
Beak

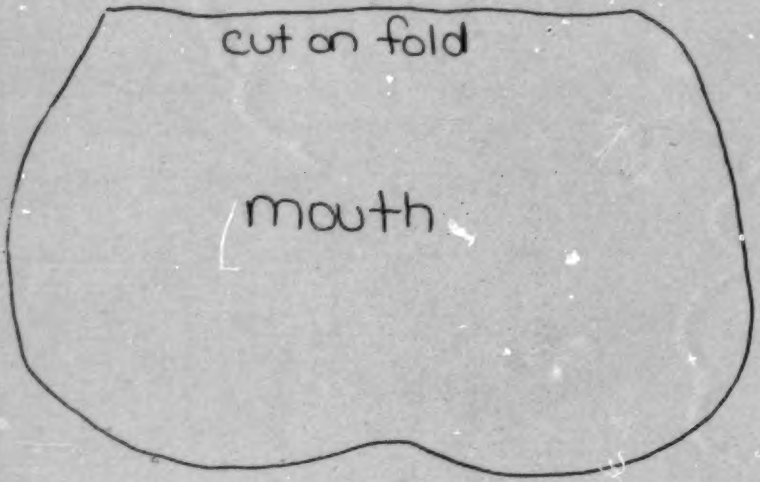
Scarlet Bird

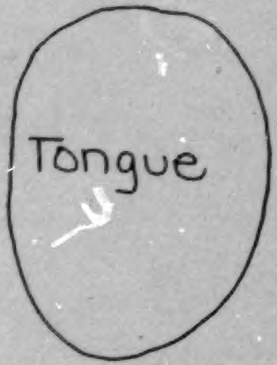

Bird Body
Foot
(cut two)

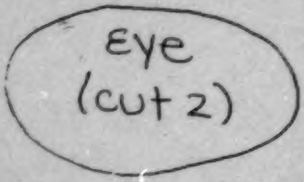
Dog or Cat Head - EARS UP FOR CAT
EARS DOWN FOR DOG


DOG OR CAT HEAD

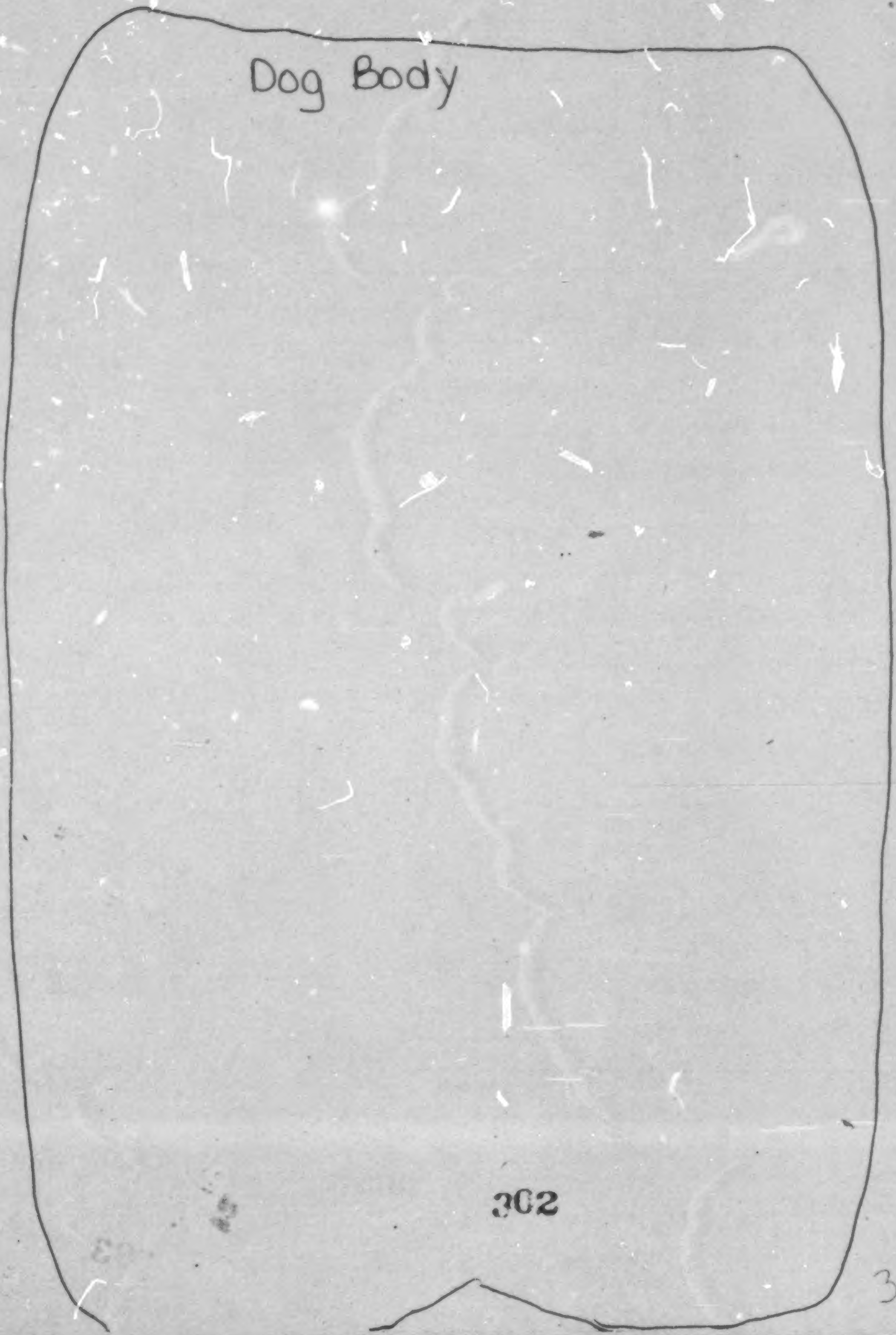
Dog or Cat Mouth & Tongue


cut on fold
mouth





Dog or Cat Puppet



Name____Date________________

FACTS ABOUT MICHIGAN

Write in the missing word or words.

1. I live in ______________ ______________ Michigan.

2. __________ ______________ is the largest city in Michigan.

3. Detroit produces one seventh of all the ____________ in the world.

4. The __________________ ____________________ connects the upper and lower peninsulas.

5. Grand Rapids is famous for its ________________________.

6. Battle Creek is famous for its ________________________.

7. Detroit is built upon a ______________ mine.

8. Five products of Michigan are:

   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________
   e. ______________________

9. The five Great Lakes are:

   H ______________________
   O ______________________
   M ______________________
   E ______________________
   S ______________________

10. The capital of Michigan is ________________________.

11. Michigan is often called __________________________.

12. An important tourist attraction in Michigan is ______________ ____________.

13. __________ and ____________ are mined in the upper peninsula.

14. Michigan is well known for its ________________ roads.

Please check your work carefully.

~03

Put Royal Oak on the map.

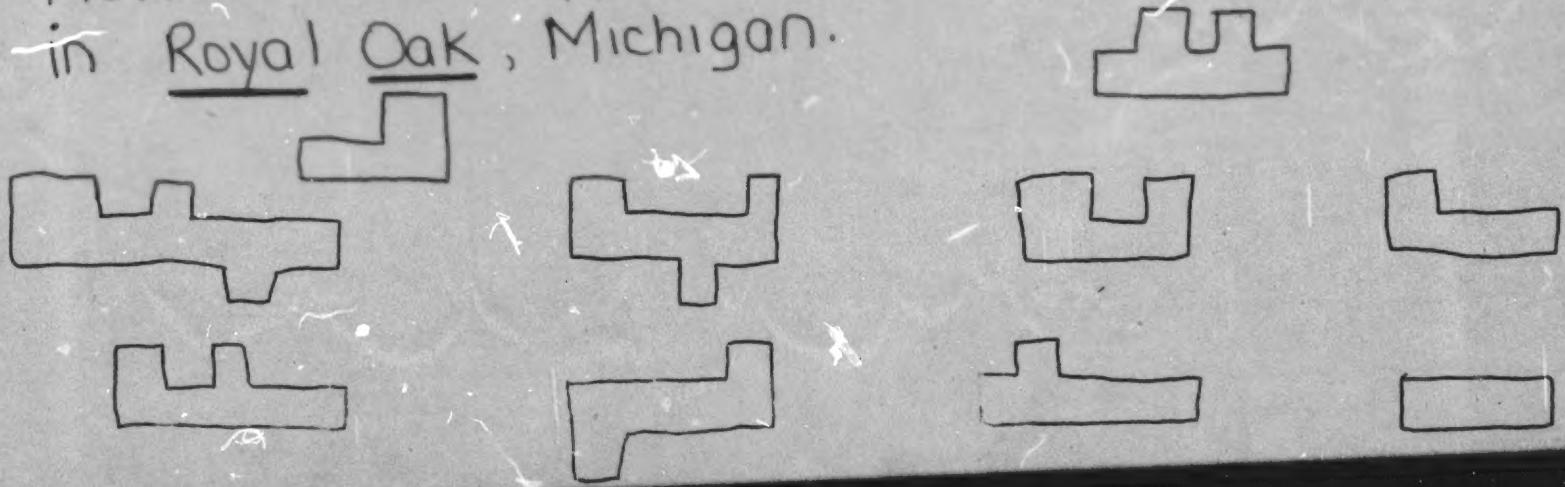
MICHIGAN

May ___ - ___, 197__

Name ________________ Date ________________

MICHIGAN

We live in the state of Michigan. It has two peninsulas with four great lakes around it. People buy chairs from Grand Rapids. One seventh of all the cars in the world are made in Detroit. Detroit is build on a salt mine. Our state bird is the robin. Our state tree is the white pine. Our state flower is the apple blossom. It's great to live in Royal Oak, Michigan.



Write your new words:

1. michigan ____________
2. Royal ____________
3. Oak ____________
4. four ____________
5. lakes ____________
6. great ____________
7. chairs ____________
8. car ____________
9. state ____________
10. salt ____________

DRAW THESE

ch__r

r_b_n

Put your words in ABC order– Underline the vowels.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Draw these---

c_r

wh_te p_n_

Unscramble these words —

ghiMcain ____________________

yaorl ____________________

kao ____________________

ufro ____________________

eslka ____________________

etgar ____________________

asirhc ____________________

rca ____________________

ttase ____________________

isat ____________________

DRAW THESE --

lake

apple blossom

map of Michigan

your school

Put these sentences in order -- number & rewrite

__ I am eight years old.

__ I go to ______ school.

__ My name is ____ .

__ I live in Royal Oak, Michigan.

__ I am in second grade.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: NUTRITION

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is an extension of human biology and health. Realization of importance of proper diet, sources of food and food preparation will be stressed in this unit.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
Let's Visit a Bakery
Good Nutrition for Everybody - L. Jean Bogart
You and Your Food - Herbert Zim
Nothing to Eat But Food - Frank Jupo
Bread - Walter Buehr
The First Book of Food - Ida Scheib

Movies:
Bakery Beat
Why Eat Vegetables
Foods from Grain
Visit a Spaghetti Factory

2. Field Trips:

Southeast Oakland County Vocational Center - Food Preparation

3. Human Resources:

Parents
Teachers

4. Activities:

Planning, cooking and eating a well-balanced meal
Making bagels
Indian Pudding

UNIT TITLE: NUTRITION

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Measurement of fractional relations and equivalents	Measure ingredients for cooking Tell equivalents between standard measuring units
Social Studies History of food Origins and customs	Discuss origins of goods: A. geographical B. historical 1. indians 2. cavemen (a) procurement (b) preparation - cooking
Language Arts Writing stories	Write hypothetical stories about origins of various foods

UNIT TITLE: NUTRITION (Continued)

CONCEPTS

Science - (Continued)

BEHAVIORAL OBJECTIVES

As a result of this unit, each child will be able to:

2. Carbohydrates and Fats
   Largest source of energy

3. Iron - builds red blood cells which carry oxygen
   - a) liver
   - b) lean meat
   - c) egg yolk
   - d) green leafy vegetables
   - e) cereals
   - f) dried fruits
   - g) molasses

4. Calcium - dairy foods
   - a) healthy bones and teeth
   - b) healthy nerves and muscles
   - c) good blood clotting

5. Protein - body builders - protector from infections
   - a) milk
   - b) cheese
   - c) ice cream
   - d) meat
   - e) poultry
   - f) fish
   - g) eggs
   - h) peas
   - i) peanuts
   - j) butter
   - k) cereals
   - l) bread

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Children measure ingredients for bagel making	
Field Trip - Southeast Oakland Vocational Education Center	Parents for drivers
Each child read their story to class A discussion of foods liked by group	

UNIT TITLE: NUTRITION (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers Product Food preparation - quantities and volume Tools home use restaurant use Characteristics	Tell, write or draw one thing a dietition or a chef does during his or her work day Identify three or more tools used by food handlers Help prepare a nutritional menu Take part in the cooking of a nutritional meal Tell one or more ways that food preparation differs in the home and restaurant Tell what they like or dislike about the job
Science Natural sources of foods Nutritional values of foods	Identify foods as animal or plant and tell which part an item is of the aforementioned State nutritional value of foods: 1. Vitamins a) Vitamin A - healthy skin, good sight b) Vitamin B - good digestion, keeps you feeling "tip-top" c) Vitamin C - keeps your body working and all parts healthy d) Vitamin D - "the sunshine vitamin"

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Role playing: Each child will have the opportunity to stir, cut and measure for activities planned	
Plan meal consisting of meats and vegetables Discussing various vitamins Examine and taste foods from Vitamin A, B and C Plan nutritional meal to be served to other grade levels (see restaurant activity)	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

NUTRITIONAL DINNER

II. ACTIVITY FORMAT:

A. Tools and Materials

pots and pans
hot plates
a large variety of ingredients
oven
measuring cups and spoons

B. Human Aides and Resources

Fourteen volunteer mothers

C. Procedures for this activity (with helpful hints)

Class planned a balanced meal consisting of turkey, dressing, Indian Pudding, cranberry sauce, Swiss Rye bread, homemade butter (churned in a jar) mashed potatoes.

Preparation began the afternoon before the day of the dinner. We had six groups with a mother in charge of each:

1. Cleaning turkey
2. Making Indian pudding
3. Making cranberry sauce
4. Baking Swiss rye bread
5. Shaking butter
6. Preparing stuffing

The next morning, a group stuffed the turkey with a mother and another peeled the potatoes. That afternoon, six mothers arrived to set up and clean up for the meal. The children ate. (Recipes attached)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAGELS

II. ACTIVITY FORMAT:

A. Tools and Materials

large pot of boiling water	hot plate
oven	flour
mixing bowls	yeast
bread board	sugar
measuring cups and spoons	salt
water	

B. Human Aides and Resources

One parent helper

C. Procedures for this activity (with helpful hints)

Twenty-nine (29) children were divided into groups of two. One adult helped children mix dough. Children all took turns kneading. Children dropped their own bagel into boiling water. Parent helped take them from water, placed them on sheet, and watched the baking.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

BAGELS 400 degrees, 30-35 minutes

3/4 cup water, room temperature
1-1/2 T. sugar
1-1/2 t. dry yeast
3 cups flour
1-1/2 t. salt

Place water in bowl and add yeast, salt and sugar, stirring until dissolved. Add flour and mix well. Knead until smooth on lightly floured board, about 10 minutes. Place in greased bowl, cover, and let rise 15 minutes. Punch flat and square, 1 inch thick. Cut 6 strips 1 inch wide and roll with heel of palm to form strips 1/2 inch in diameter. Wrap each loosely around three fingers of hand. Pinch off ends of dough, overlap ends 1/2 inch, and press together to form a ring. Roll until secure and even. Cover with towels and let rise 20 minutes. Drop bagels one at a time, into 1 gallon of boiling water to which 1 tablespoon of sugar has been added. Lower heat and simmer 7 minutes or until they float. Remove and cool on towel. Sprinkle with coarse salt and bake on ungreased baking sheet, turning once. (Makes one half dozen)

INDIAN PUDDING

Cook together for twenty minutes:

1/3 cup corn meal
1 t. salt
1 quart milk

Then add 1/2 cup molasses and 3/4 teaspoon ginger. Pour into a greased baking dish and bake in slow over (300 degrees) for 2 hours.

TEN MINUTE CRANBERRY SAUCE

2 cups sugar
2 cups water
1 lb. cranberries (4 cups)

Combine sugar and water. Heat to a boil. Boil 5 minutes. Add cranberries. Cook until skins pop, about 5 minutes. Pour into a dish. Cool. Makes 1 quart.

BREAD STUFFING

3/4 cup minced onion
1-1/2 cups chopped celery (stalks and leaves)
1 cup butter or margarine
9 cups soft bread crumbs and cubes
2 t. salt
1-1/2 t. crushed sage leaves
1 t. thyme leaves
1/2 t. pepper

In large skillet, cook and stir onion and celery in butter until onion is tender. Stir in about 1/3 of the bread cubes. Turn into deep bowl. Add remaining ingredients and toss. Stuff turkey just before roasting. Makes 9 cups (enough for a 12-pound turkey).

SWISS RYE BREAD (2 loaves)

7 cups white flour
2 cups brown (rye) flour (Robin Hood)
4 t. salt
2 cakes yeast (2 pkg.)
4-1/2 cups water (lukewarm)

Soften (or dissolve) yeast in 1/2 cup water (part of above). Measure salt, flour, add yeast, water. Keep adding flour until dry.

Rise until double. (approximately one hour). Put in load pan or on floured sheet. Bake one (1) hour at 415 degrees - put in oven immediately after starting oven.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: PLANTS

GRADE LEVEL: K-2

GENERAL OVERVIEW: From this unit, the children will learn basic plant structure, patterns of plant growth and plant ecology. They will learn how to care for plants. They will learn what a water cycle is and how to make one. They will learn the basic necessities for plant survival.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Films:
Let's Watch Plants Grow
Cry of the March
We Explore the Field and Meadow
We Explore the Streams
White Throat

Filmstrips:
What is a Plant
Seeds and Seed Travels
Parts of a Plant
Classroom Projects With Plants
Germination and Plant Growth
Green Plants Are Important To Us
Our Parks and Playgrounds

Audubon Nature Chart Common Seed Travelers
Chart - Life Cycle of the Robin
Flat Pictures - Keeping the City Clean and Beautiful

Books:
What Does It Do and How Does It Work - Hoban, Russell
Let's Go To Stop Air Pollution - Chester, Michael
Let's Go To a Sanitation Department - Cochrane, J.
Earthmovers - Colby, C.
Machines for You - Sanders, F.
Machines - Adler, I.
Simple Machines and How We Use Them - Pine, T.
Riddle of Seeds - Hammond, W.
Seeds by Wind and Water - Jordan, H.
Play With Seeds - Selsam
Let's Go Outdoors - Huntington, H.
Green Is For Growing - Lubell, W.
Seeds and More Seeds - Selsam
Maple Tree - Selsam
What Is A Tree - Darby, G.

Catch a Cricket - Stevens, C.
Insects That Live Together - Dempsey, M.

2. Field Trips:

   Greenhouse at S.E.O.V.E.C.
   Weber's Greenhouse
   Local florist

3. Human Resources:

   A florist

4. Activities:

   Shoe box terrarium
   Tuna can man
   Making clay flower pots
   Planting flowers

UNIT TITLE: PLANTS

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science Observation and inquiry Ecology	Identify major parts of a plant Describe orally how germination takes place Describe elements necessary for plant growth Use observation and inquiry method in science Describe the water cycle Identify five characteristics for each season of the year Draw and identify two types of roots Discuss the interdependence of man and nature
Math Measuring money Counting Graphing	Make a bar graph Fill container 3/4 full of earth

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make a collage of things made from plants Draw parts of a flower Flowers from florist Dissection and identification Build rudimentary terrarium for planting grasses with controlled moisture factor Draw two types of roots	
Seasons - growing times (calendar) Chart bean seeds to determine germination time Chart growth of sweet potato to determine first appearance of secondary growth	

UNIT TITLE: PLANTS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts	
Reading Writing	Read in choral verse setting Write thank-you notes for guest speaker
Art	
Combing Separating Forming	Make clay flower pots large enough to hold plants Decorate pots
Careers	
Jobs people do (functions) Tools they use	Identify six occupations which relate to plant life Identify five tools which plant workers use List four related jobs involving plants

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Read and follow directions on package of seeds List steps for planting flowers.	
Do booklet on the life cycle of the plant Wild flower pictures of true life coloring Make tissue paper flowers for bulletin board	

HANDS ON ACTIVITY (STUDENT PERFORMED)

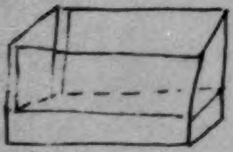
I. NAME OF ACTIVITY

SHOE BOX TERRARIUM

II. ACTIVITY FORMAT:

A. Tools and Materials

shoe box or plastic box
Saran wrap
tongue depressors
seeds, rye, grass
wheat, oats, radishes, beans
potting soil
water



B. Procedures for this activity (with helpful hints)

Put soil in shoe box - put tongue depressors in four corners - plant assorted grasses and bean seeds, etc. - water lightly - cover with saran wrap making tented effect.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Germination time varies and children can see condensation taking place - and recycling of water.

HANDS ON ACTIVITY (STUDENT PERFORMED)

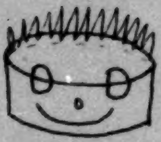
I. NAME OF ACTIVITY

TUNA CAN MAN

II. ACTIVITY FORMAT:

A. Tools and Materials

tuna fish can or cat food can
grass seed
potting soil
tag board circle



B. Procedures for this activity (with helpful hints)

Put soil in can, plant seeds, put cardboard face on front. As grass seed grows, it will make hair for the cardboard head. Children can trim into appropriate hairdo.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CLAY FLOWER POTS

II. ACTIVITY FORMAT:

A. Tools and Materials

self hardening clay
water
newspaper

B. Human Aides and Resources

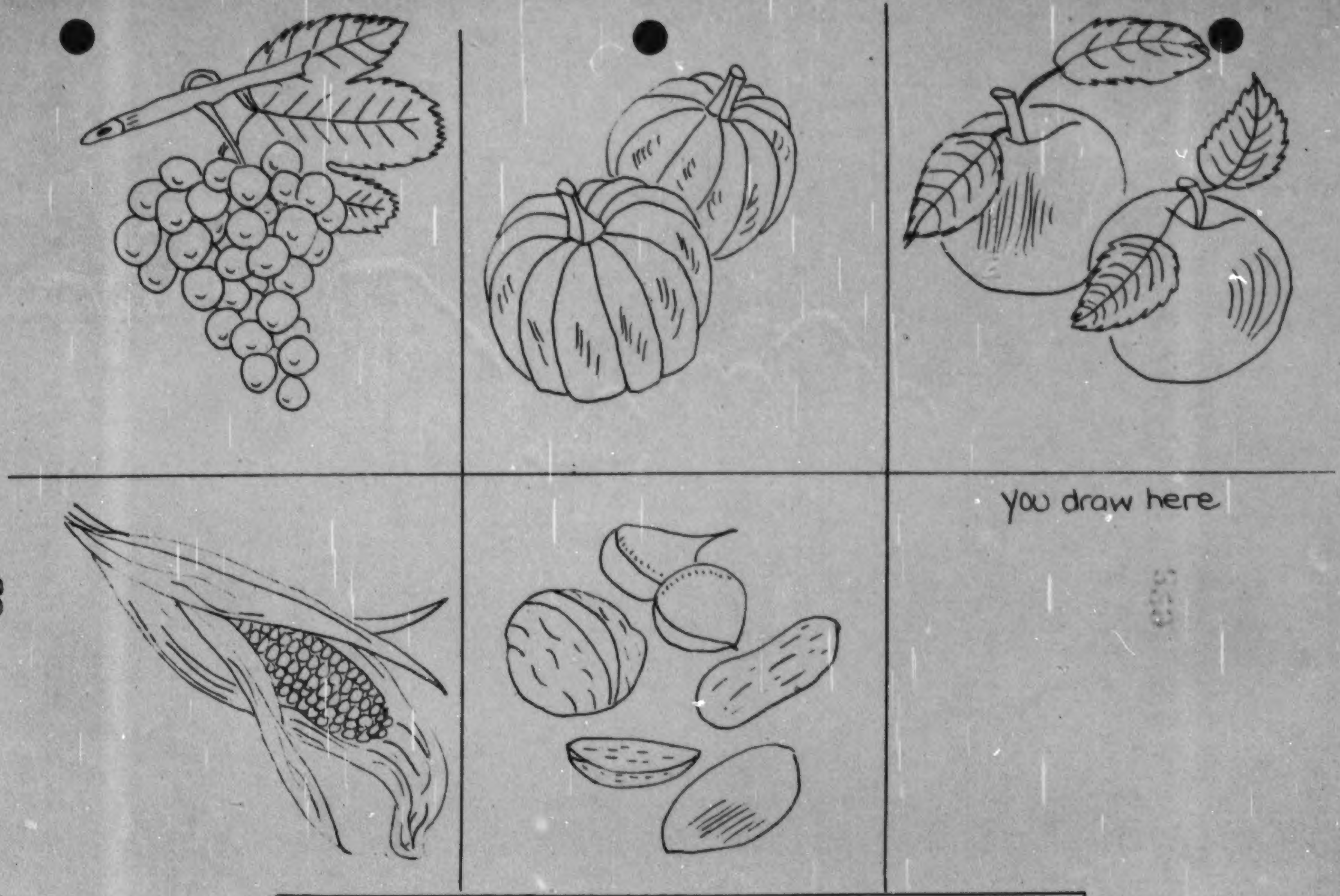
Two adults

C. Procedures for this activity (with helpful hints)

1. Cover desks with paper.
2. Show children three ways to make pots; coil, pinch and slab construction.
3. Give each child a fist size ball of clay.
4. Let each child make the pot the way he feels most comfortable with.
5. Let pots dry for at least one week.
6. Fire pots.
7. Glaze pots and re-fire.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

If pots are not glazed before you re-plant flower, the pot will crumble and fall apart.



you draw here

We are thankful for fall's gifts.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLANTING FLOWERS

II. ACTIVITY FORMAT:

A. Tools and Materials

milk cartons (half-pint size)
earth
flower seed
water
small plastic lunch bags

B. Human Aides and Resources

Teacher and one 6th grade boy

C. Procedures for this activity (with helpful hints)

1. Wash out milk cartons.
2. Mix earth and water so earth is damp. Be sure that it is good earth or else it will become sour and kill the plant.
3. Fill milk carton 3/4 full.
4. Plant seed according to directions on package.
5. Water seed.
6. Cover carton with plastic bag to make a "greenhouse".

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: PRINTING

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to have children realize the effect of printing upon their lives and gain some appreciation of the printing process.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

    Library books on printing, career and history oriented
    Old fashioned printing press in school

2. Field Trips:

    Walk to Business Letter Service Company on South Washington

3. Human Resources:

    Mother helpers
    Ex-art teacher to guide silk screening

4. Activities:

    Make own block print design and note paper
    Recipe booklets
    Itemize a profit and loss history of recipe booklets
    Silk screen covers

UNIT TITLE: PRINTING

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Measure in inches Adding cost and sales Subtracting costs from profits	Measure in inches, halves and quarters thereof Recognize different angles Add and subtract money figures, profit and loss
Social Studies	
Observe old fashioned sheet printed with hand roller printing press	Describe three ways in which printing affects his life
Changes in development of printing press	Identify the development of the printing press
Biographies of Benjamin Franklin and other printers	Explain why present presses are more advantageous

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Child measures board using linear ruler Meaning of geometrical designs Record costs and sales Reading graph results Count and package booklets for P.T.A.	
Role playing experiences: Messengers deliver note or directions and see if child can follow symbolic communication Field trip to Business Letter Service Company on South Washington	

UNIT TITLE: PRINTING (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts	
Creative writing Verbal discussion Books Value of symbolic language	Be able to express own thoughts in simple sentences Discriminate group discussion etiquette Enjoy stories read to them Tell value of symbolic language
Science	
Adhesion qualities Chemical changes Reaction of wax with ink and paint	Relate that adhesion qualities change with addition of chemicals Analyze the reaction of wax with ink and paint

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Write down individual list of cost Write down individual list of sale Print covers and recipes	

UNIT TITLE: PRINTING (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers Where printers work How printers work What training is required Reasons for going into printing Reasons for starting own family business	Describe the set-up of one print shop Define how a multilith machine operates Repeat number of papers a multilith machine can print per hour Tell why one family started own printing business
Art Development of gross and fine motor skills Planning a design Three forms of printing	Measure and cut and fold paper into notepapers Prepare and center a design Do two of the three major methods of printing

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Field trip - what each person did in print shop Breakdown of responsibilities of worker	
Drawing and cutting design Print covers	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SILK SCREENING OF BOOKLET COVERS

II. ACTIVITY FORMAT:

A. Tools and Materials

silk screens
ink
wooden squeegees
newspapers
paper to be printed
turpentine (lots)
rags
newsprint

B. Human Aides and Resources

Art teachers or some other professional

C. Procedure for this activity (with helpful hints)

1. Cut stencil of appropriate design (don't use contact paper)
2. Measure and cut paper to be printed
3. Set up printing stations.
4. Provide other activities for children not currently printing.
5. Have teams of three print at each station.
6. Foreman, quality control persons inspect finished prints.
7. Clean screens and children.

III RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

1. Don't use contact paper for stencil.
2. Parents were asked to send in a favorite recipe. These were compiled and then typed on stencils. They were then collated, covers and back sheets were added and they were fastened with small rings or paper fasteners.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE INDIVIDUAL BLOCK DESIGN AND NOTE PAPER

II. ACTIVITY FORMAT:

A. Tools and Materials

- wood
- plastic wrap
- T-square
- envelopes
- pencils
- rulers
- dremel saw
- paper
- tubes (bike or auto)
- twine
- glue
- weights

B. Human Aides and Resources

Mother helper

C. Procedures for this activity (with helpful hints)

1. Teach how to measure with linear ruler and "Square" (more correctly "right") angle.
2. Child measures 4" off a 1' board - place a dot - apply T-square to draw line for block - with supervision, cut off piece of wood.
3. Child draws a design on manila paper, sized same as block.
4. Child cuts design out of rubber and glues to block - cover with plastic wrap - place weight on top of design and leave overnight.
5. Apply ink with brayer and stamp six notepapers.
6. Supply or make envelopes for notepaper.
7. Take home.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LAY OUT A PROFIT AND LOSS RECORD

II. ACTIVITY FORMAT:

A. Tools and Materials

record of costs
record of sales
graph paper
colored markers

B. Human Aides and Resources

P.T.A. records

C. Procedures for this activity (with helpful hints)

1. Write down individual list of costs
2. Write down individual list of sales
3. Figure amount of differences or profits
4. Make a graph with each recorded.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLE RECIPE BOOKLETS

II. ACTIVITY FORMAT:

A. Tools and Materials

printed covers
booklet backs
printed recipes (already drilled)
fasteners
tables lined up

B. Human Aides and Resources

Boring of holes done by print shop
P.T.A. representative

C. Procedures for this activity (with helpful hints)

1. Set up assembly line with stations.
2. Assemble 40 recipes in order.
3. Put back and front cover in place.
4. Put back fastener through holes.
5. Place top fastener over studs.
6. Fold and secure fasteners.
7. Count and package booklets for P.T.A.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: SAFETY

GRADE LEVEL: K-2

GENERAL OVERVIEW: Wherever a group of people live, whether in a family, a community or a nation, at least a minimal body of rules or laws is required. These rules protect the rights of individuals within the group; to ensure the goals of the group being achieved in an orderly manner.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Filmstrips:
- How Our Town Began
- Living In Our Town
- Playing Fair
- Our Health Department
- School Courtesy
- Our Police Department

Flat Pictures:
- Police Department

Movies:
- Safety After School
- Eat Well, Grow Well
- Let's Be Clean and Neat
- Helpers at School
- Let's Play Fair
- The Policeman
- Save Those Teeth

Books:
- How People Live In The Big City
- Your World - Let's Go To School

2. Field Trips:

Tour City Courthouse
Tour Police Station

3. Human Resources:

Patrol boy
Janitor
Service Squad girl
Mother - talk about giving blood and how this relates to safety
Medical helpers
Law enforcers - policeman, lawyer

Parents - to help with activity
Parent - nurse
Fireman
School crossing guard

4. Activities:

Making traffic sign
Making traffic lights
Hall and bicycle sign

Role playing experiences:

Pretending they are mother or father disciplining their child who has done something good - bad
Playing the role of judge
Pantomime - answering telephone, introducing friends
Correct and incorrect way to cross street, play on playground

UNIT TITLE: SAFETY

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies Establishment of laws Human relations, religious and ethnic customs	Recognize and define the role of five community safety helpers Recognize and spell safety words derived from the classroom discussion Recognize and recall the meaning of traffic signs and their shapes and the meaning of traffic signals Distinguish the safe and unsafe ways to cross the street, to play on playground Identify a uniformed policeman when they see one
Language Arts Role playing Preparing charts Creative writing	Read and discuss the ABC's of Safety Poem Book Compose thank-you letters to guest speakers

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Use pictures of safety helpers. Have children describe and identify jobs Incorporate safety words into current spelling lists The children will be able to identify and match orally and physically signs and words Draw a picture showing a safe way to cross the street and the converse	
List the courteous acts that members of their families carry out to make life at home more pleasant The children will be able to design and write blurbs for safety posters	

UNIT TITLE: SAFETY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Fine Arts Creative expression	Discuss critically various common social customs Prepare mural showing morning activity-rules to go with each activity Illustrate one of the customs he has learned Illustrate street scenes in which laws are being followed and laws are not being followed
Health Safety rules	State three safety rules for the home, school and playground
Careers Reasons for work Functions Tools Characteristics and training	Identify duties of safety helpers Identify tools and uniform of safety helpers

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Children draw pictures of people involved for safety - to put on a large family tree of safety	
Speaker talks to class and answers questions, showing and explaining uniform Showing of police car with equipment: first aid kit siren radio	

UNIT TITLE: SAFETY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science	Recall reasons for regular physical and dental checkups Duplicate pictures of food that help to maintain healthy bodies
Math Measurement Geometric shapes	Measure length and width of street signs Distinguish between square and triangle

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Using magazine pictures, assemble components of a well-balanced meal	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HALL AND BICYCLE SIGNS

II. ACTIVITY FORMAT:

A. Tools and Materials

plywood	saw
wood burner	tacks
poster board	magic markers
scissors	varnish

B. Human Aides and Resources

teacher
teacher aide
student teacher
parents

C. Procedures for this activity (with helpful hints)

1. Two 18 x 13 pieces of plywood. Sand rough edges. Burn in letters, Varnish. Put up near bicycle rack.
2. Six 11 x 14 poster board. Print letters and ink in with magic marker.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHTS

II. ACTIVITY FORMAT:

A. Tools and Materials

milk cartons
construction paper
glue
scissors

B. Procedures for this activity (with helpful hints)

1. Each child will make own light.
2. Cut folding top off milk carton
3. Cover entire carton with construction paper.
4. Cut out green, yellow and red circle. Glue in place.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TRAFFIC SIGNS

II. ACTIVITY FORMAT:

A. Tools and Materials

paint brushes
coping saw
styrofoam
tempera paint (no spray paint!)
glue
templates of oak tag

B. Procedures for this activity (with helpful hints)

1. Trace pattern onto styrofoam.
2. Saw.
3. Glue to a base.
4. Paint.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Do not use spray paint on styrofoam.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is intended to introduce children to simple tools, their uses, safety precautions and to build a puppet stage for classroom use. A puppet stage, various puppets, role-playing reading and writing plays will be covered.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Filmstrip & Record: A Powerful Friend - free from Consumers Power Company,
212 Michigan Avenue, Jackson, Michigan
49201

Filmstrips:
- Toys at Work - I.M.C.
- Machines and Tools to Help Us Work - I.M.C.
- Machines for Daily Use - I.M.C.
- Mike Mulligan - I.M.C.
- Hercules - I.M.C.
- Curious George Rides a Bike - I.M.C.

Books: Come to Work With Us in a Toy Factory - Sextant Systems - Author - Wilkinson

2. Field Trips:

Greenfield Village plays
Youth Theatre - Detroit Institute of Arts

3. Human Resources:

You will need adult helpers for this activity

4. Activities:

Paper Bag Puppets
Tools on peg board labeled
Build puppet stage
Make puppets and dress them
Make curtains for puppet stage

Activities with no directions:

Give Puppet Plays
Write simple plays
Bulletin Board with pictures of tools, machines and occupations

UNIT TITLE: SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts Reading Oral language development Role playing	Read the words, hammer, saw, screw driver, nail, screw, drill, T-square, level Play a role with a puppet Read simple plays Work in group to write a simple play
Social Studies Working together Planning together Safety precautions	Begin to work and plan orally with peers Practice safety precautions

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make puppets	
Make puppet theater	

UNIT TITLE: SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Measuring Counting Geometric planning	Measure to 12 inches with a foot ruler Count nails and screws up to 10 Fit pieces of lumber together
Science	
Naming and using simple tools and some machines	Name, describe, use and choose for correct use - hammer, saw, screw driver, nail, screw drill, T-square, ruler, level and wheel
Careers	
Production Simple tools	Name two occupations that use simple tools Name three products produced by tools In groups, make 4 different kinds of puppets Help in building a puppet stage

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Paper bag puppets Clay puppets Wire puppets Dough puppets Clothes pin puppets	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A PUPPET

II. ACTIVITY FORMAT:

A. Tools and Materials

paper mache
wallpaper paste
paint
balloons
cardboard tubes
felt

B. Human Aides and Resources

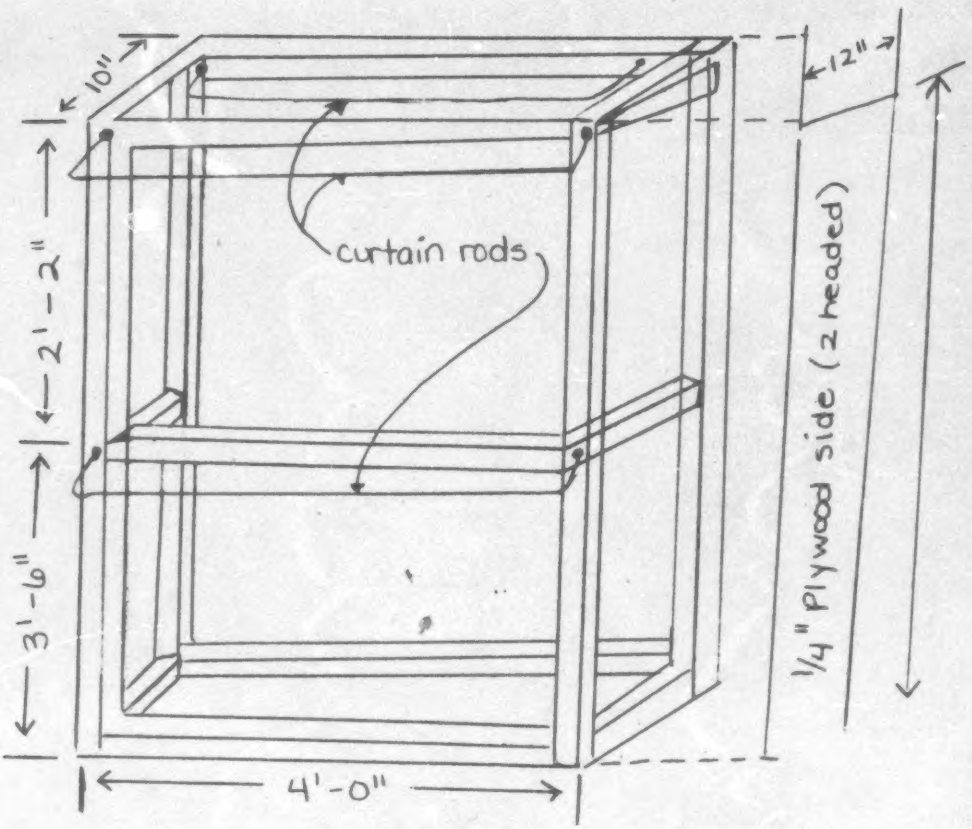
teacher aide
mother helper

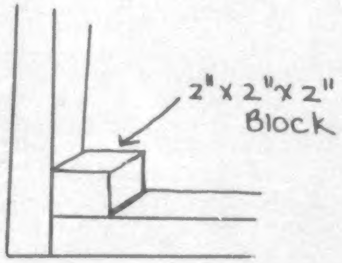
C. Procedures for this activity (with helpful hints)

1. Tear newspaper into 1 inch wide strips.
2. Blow up balloons.
3. Fasten to tubes with yarn, drawing yarn through bottom.
4. Put mache on after lightly dipping in paste.
5. Cover whole with approximately 1/4 sheet of newspaper.
6. Dry.
7. Paint heads.
8. Use felt for features.
9. Dress for characters to be used.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Paper mache is difficult for first graders to handle.


10"
12"
2'-2"
curtain rods
1/4" Plywood side (2 headed)
3'-6"
4'-0"


2" x 2" x 2" Block

corner reinforcement

2" x 2" soft pine framing members:

4 pieces each 6" - 0" long
5 pieces each 4" - 0" long
2 pieces each 5" - 0" long
2 pieces 1/4" fir plywood each 12" x 5'8"
1 box, high tensil aluminum alloy nails, 10 penny size
1 - 3 oz. bottle Weldwood Contact Cement
3 curtain rods - metal

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CURTAINS FOR PUPPET STAGE

II. ACTIVITY FORMAT:

A. Tools and Materials

plain light green cotton
white muslin
brayer - glass - Brayer paint
magic markers

B. Human Aides and Resources

teacher
teacher aide
mother helper

C. Procedures for this activity (with helpful hints)

Hem four curtains and seam on sides.
Each child will imprint hand on curtain with Brayer paint and initial hand with magic marker.

Use white muslin for backdrops with scenery - draw on with crayons.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING A PUPPET STAGE

II. ACTIVITY FORMAT:

A. Tools and Materials

hammers
gimlets
T-square
level
lumber
three curtain rods and fixture to attach
saws
drills
rulers
screw drivers
paint

B. Human Aides and Resources

teacher aide

C. Procedures for this activity (with helpful hints)

1. Saw 2" stock to proper lengths and to provide reinforcing blocks for corner connections using miter box and C-clamps.
2. Drill vertical members for nailing to cross members.
3. Assemble side frames by nailing using clamps for positioning.
4. Complete frame by nailing. Due to size involved, clamping and holding for nailing may involve three to five children besides those nailing.
5. Due to flammability and fumes from contact cement, an adult should do corner block reinforcement.
6. Nail plywood to sides with nails penetrating two members of frame. Note: Due to variations in strength and coordination of six year olds, every effort should be used to control activity to prevent injury.
7. Paint with water soluble paint.
8. Attach three curtain rods - one at top, one at bottom, and one at back for background scenery.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAPER BAG PUPPETS - "GOOD MORNING"

II. ACTIVITY FORMAT:

A. Tools and Materials

sandwich bags
patterns - duck, bird, mouse, dog, cat
poem "Good Morning"
colored construction paper

B. Procedures for this activity (with helpful hints)

1. Make duck first as all others follow same procedure.
   Duck - yellow and orange
   Mouse - brown and pink
   Bird - red and yellow
   Dog - Cat - white, brown, black or grey
2. Cut pattern pieces.
3. Paste body up to fold of bag.
4. Decorate head.
5. Paste head to bottom of bag, lining up flat edge of head to edge of bag.
6. Fold bill in half. Paste to body and inside fold of bag bottom.
7. Paste on feet.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

CLAY..................	There are two kinds of clay generally used by artists and students. Water-base clay (moist or powdered) is used in making pottery and ceramic sculpture. It is fired in special ovens called kilns. Oil-base clay, commonly used by artists and students, is not fired in a kiln. Artists and students can use it freely to create sculptural forms without fear of drying-out or breakage. It can be painted with thick poster paint to which soap has been added.
SAWDUST...............	Sawdust and wheat-paste can be mixed together with water on a one to one basis. While it doesn't have the pliability of clay, it serves very well as a modeling medium...especially in forming small shapes, including puppet hands. It can be used as a textured surface, also, for "table tops." It can be painted with poster paint.
ASBESTOS..............	Powdered asbestos can be used in place of sawdust, as described above.
PAPER-MASH............	Shredded newspaper, toweling or tissue mixed with moist wheat-paste can be used as a substitute for clay if necessary. However, it is not as pliable to work with. To keep a mixture "moist" a drop or two of oil-of-wintergreen should be added. Rough texture can be sandpapered when object is dry if smooth surface is desired. Objects can be painted with poster paint.
WIRE..................	Any soft, pliable wire can be modeled into "open forms." When bulk is desired, paper-mache, cloth or yarn dipped in starch, wheat-paste or diluted Elmer's Glue, can be applied to wire.
DOUGH.................	To make a mixture of play-dough, use 1/2 cup of flour, 1 T. salt, 1/5 cup of water or enough to create "dough." Less plastic mixture: 1 cup of flour, 1/4 cup salt, 1/4 cup water, OR, 1/2 cup cornstarch, 1 cup salt, 3/4 cup cold water. Mix dry - add water. Put in double boiler, stir until mixture thickens. Food coloring can be added for interest. Still another: 3 slices white bread (without crust), 3 T. Elmer's Glue, 3 drops lemon juice, 1 drop glycerin. Tear bread, add glue and other ingredients. Knead like dough and add poster paint for color if desired. Note: Use hand cream so that mixture will not stick quite so much to fingers.

PUPPET CONSTRUCTION AND USE

Puppet construction ranges in difficulty from simple paper doll cut-outs to rather intricate 9-string marionettes so this activity may be carried on at any grade level. The materials used are varied but are in most instances readily available.

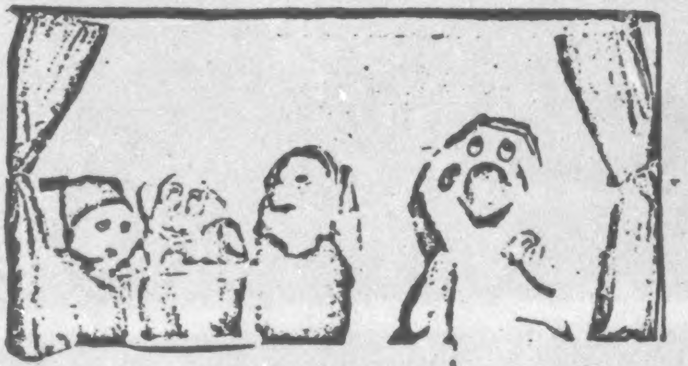
Stick puppets are made by cutting out paper dolls and gluing them vertically to the end of a short stick or at right angles to the end of a yard stick.

Paper bag puppets may be made in two ways. (1) Paint features on a bag and place hand in opening to operate. (2) Stuff a paper bag with crumpled paper and tie top of the bag tightly around a short stick which serves as a handle. Place features by cutting and pasting colored paper or by painting. Additional simple puppets are illustrated on page 50.

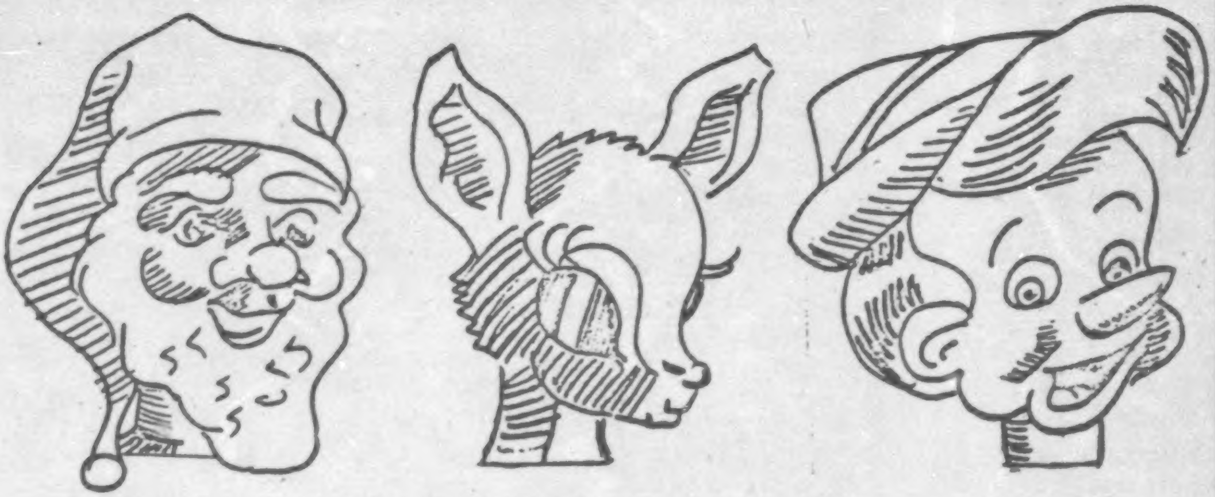
Marionettes and glove (hand) puppets, shown on pages 48 and 49, are suited to construction in the later elementary grades. Heads on these puppets, whether of wood or papier mache, may be painted with tempera or oil based colors. A flat finish is best. Hair, commonly made of yarn, embroidery cotton, cotton batting, steel wool, or scrap pieces of fur, is shaped and glued to the painted head. Make paper patterns and cut costumes from light weight fabrics. Crepe paper may be used as clothing on some types. Sew or glue costume to the neck of glove puppets. Hats may be made from cardboard or from light weight felt, silk, or cotton sewed over small wire frames.

Puppet stages with folding wings are desirable for storage reasons. The stages shown on page 51 are designed for use on the top of a table. It is possible to do without a front curtain, but a backdrop is necessary to conceal the operators. Small, temporary stages for hand puppets may be made from large paper cartons. String marionettes require a different type of stage than do hand puppets as the operator must stand well above the marionette.

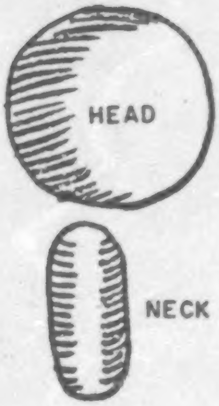
Puppet shows are a natural outcome of puppet construction and provide an excellent educational experience for children. Simple playlets centering around safety, health, conservation, and child literature may be written and dramatized by children using puppets constructed at their own level of ability. Such shows may be tape recorded with a musical background and special sound effects as an added learning experience.



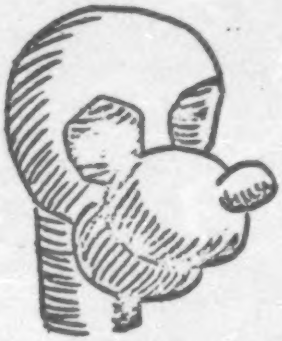
PAPER STRIP PUPPET HEADS



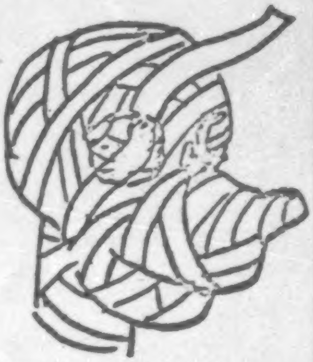
SUGGESTED HEADS



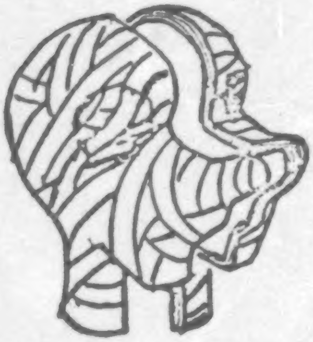
1. ROUGH SHAPE CLAY



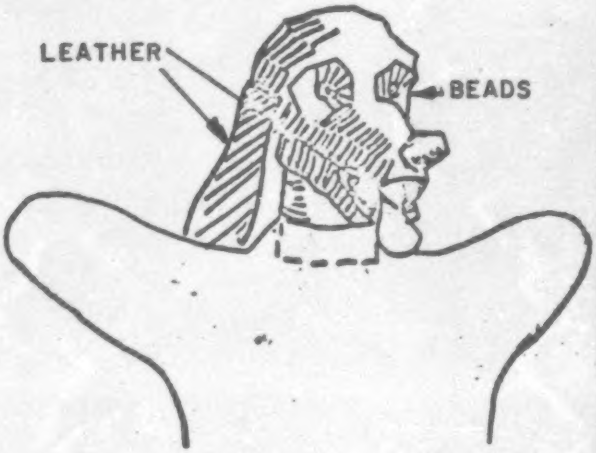
2. FINISH SHAPE CLAY



3. WRAP WITH SIX LAYERS OF PAPER STRIPS

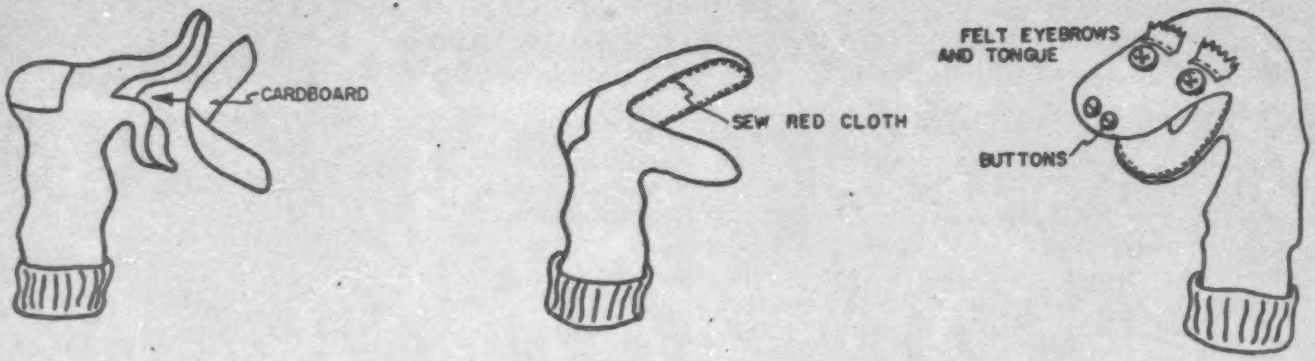


4. CUT PAPER HEAD AND REMOVE CLAY

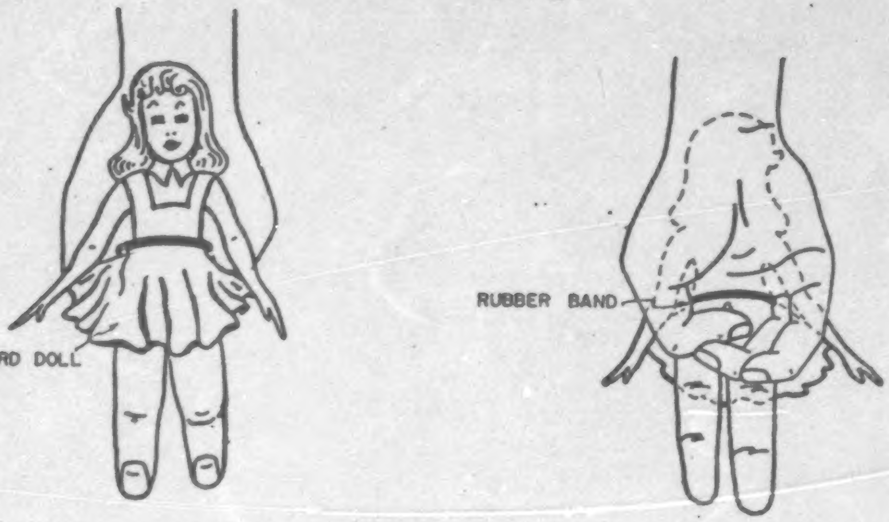

LEATHER
BEADS

5. JOIN TWO SECTIONS WITH PASTED STRIPS PAINT

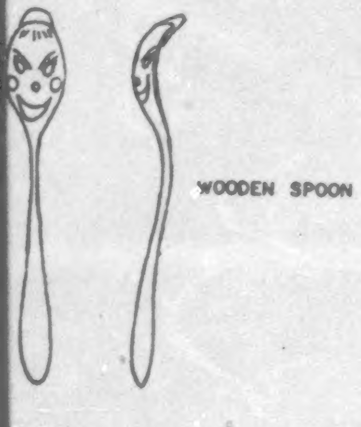
SOCK PUPPET


CARDBOARD
SEW RED CLOTH
FELT EYEBROWS AND TONGUE
BUTTONS

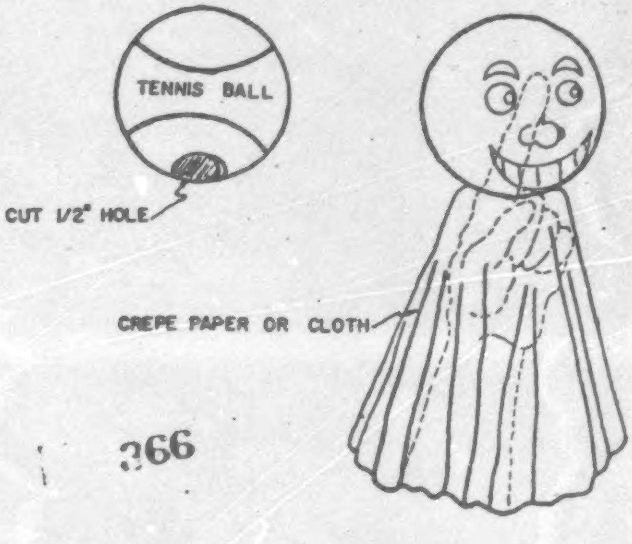
FINGER PUPPET


CARDBOARD DOLL
RUBBER BAND

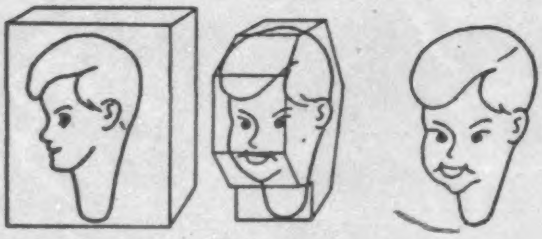
SPOON PUPPET


WOODEN SPOON

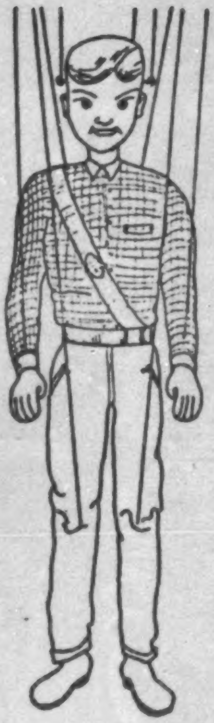
BALL PUPPET


TENNIS BALL
CUT 1/2" HOLE
CREPE PAPER OR CLOTH

MARIONETTE

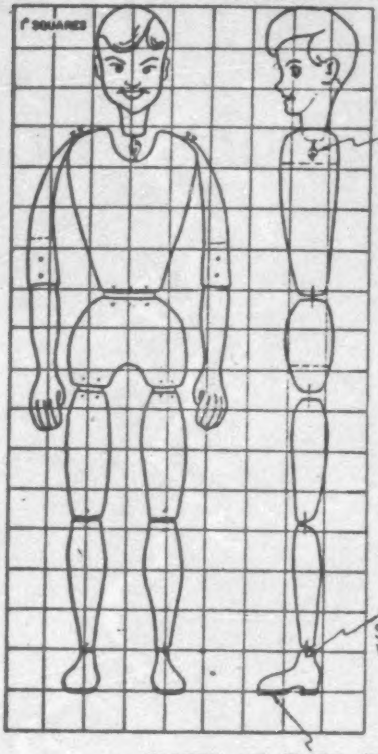


HEAD MAY BE CARVED FROM WHITE PINE OR BALSA WOOD OR MAY BE SHAPED WITH PAPIER MACHE



MAKE GARMENTS FIT LOOSELY.

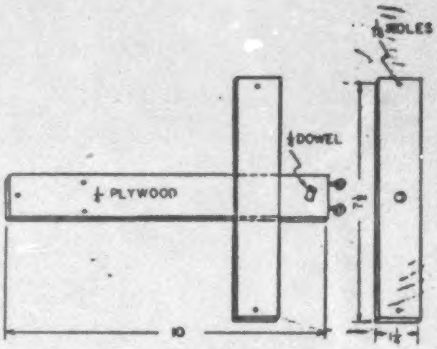
LAYOUT AND CUT BODY PARTS FROM SOFT PINE WITH BAND OR JIG SAW SMOOTH WITH FILE AND SANDPAPER.

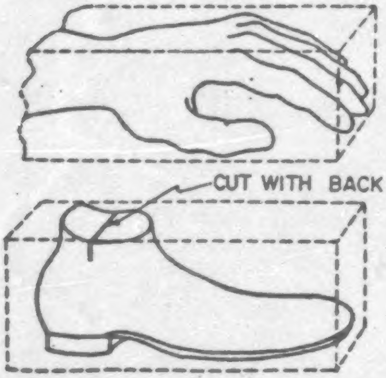


ATTACH HEAD WITH SCREW EYES

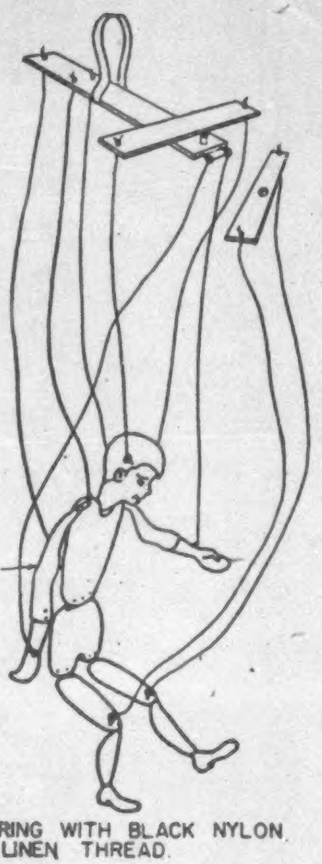
INSERT LEATHER HINGES INTO SAWED SLOTS AND FASTEN WITH BRADS.

FASTEN 1/8 THICK SHEET LEAD WITH SCREWS FOR ADDED WEIGHT.





CUT WITH BACK SAW

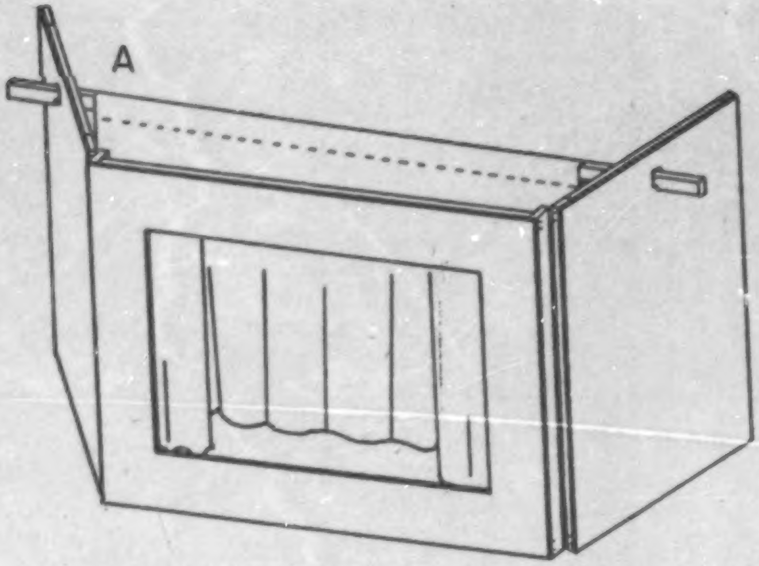


WRAP CLOTH AROUND LOWER ARMS AND TACK TO ARMS AND SHOULDERS.

STRING WITH BLACK NYLON OR LINEN THREAD.

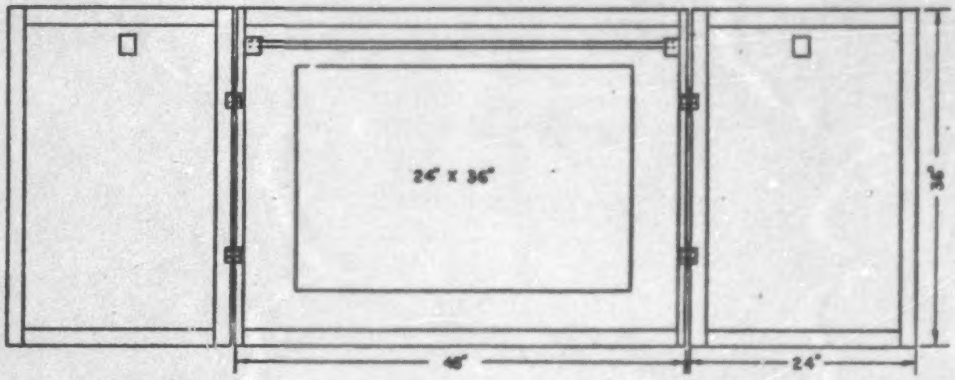
PUPPET STAGE

A

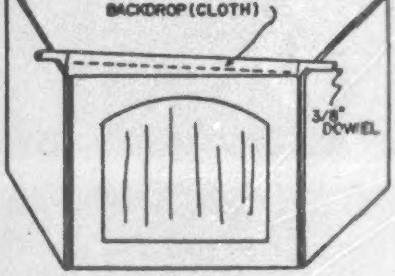


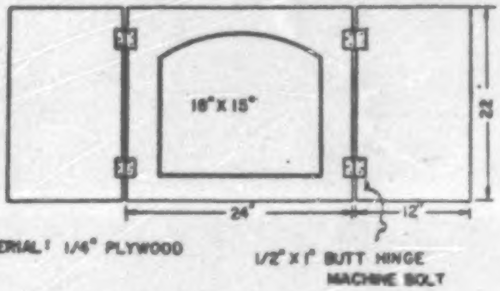
BASIC MATERIALS

1 PC	MASONITE 1/8" X 4' X 8'
34 FT.	WHITE PINE 1" X 2"
1 PC	WHITE PINE 3/4" X 3/4" X 4'
2 PR.	BUTT HINGES 3/4" X r1/2"
	CURTAIN MATERIAL


24" X 36"
36"
48"
24"

B


BACKDROP (CLOTH)
3/8" DOWEL


18" X 15"
22"
24"
12"

MATERIAL: 1/4" PLYWOOD

1/2" X 1" BUTT HINGE
MACHINE BOLT

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PEGBOARD TOOL HOLDER

II. ACTIVITY FORMAT:

A. Tools and Materials

pegboard 36' x 24'
hooks
paint

B. Procedures for this activity (with helpful hints)

Shadow paint shapes of tools on pegboard - hang tools on pegboard.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to introduce children to some of the elements that make up our earth. The study of rocks is stressed.

TEACHING/LEARNING RESOURCES:

1. Reference material:

Film: Rocks - Where They Come From

2. Field Trips:

Miner's Den (Rock shop)
Detroit Children's Museum (free) only Saturday
Observing apartment building next to our playground
Cranbrook Institute of Art

3. Human Resources:

College student
Mothers
Two fathers from school who are rock hounds
A father who works with stained glass as a hobby
Ex-cartographer loaned us relief maps he had made

4. Activities:

Topographical model of earth
Polishing rocks for jewelry making
Rock chart
Making crystalline rocks

Role playing experiences:

Coal miners (via miner's hat, lunch pail)
Builders (building their own puppet stage)

UNIT TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts Vocabulary Writing Reading Discussing	Use and recognize words involving land formations (deserts, mountains, volcanoes, etc.) Write thank-you notes, descriptions of different areas Write about the workers studied (miners, builders) Read about area differences, mineral, etc. List five adjectives in describing a rock
Math Measuring (linear, cup, spoon) Fractions	Use yardstick, ruler to make linear measurements for puppet stage Recognize and follow through with simple formulas: a) making crystalline rock from charcoal b) mixing plaster of paris for fossils c) making concrete for model city d) making flour clay for relief maps Use fractions within formulas

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make charts by using pictures from magazines - label bodies of water, hills or mountains, plains, and desert Brainstorming with students Rock chart	
Have children categorize rocks by color, texture and hardness	

UNIT TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies	
Working together	Work in a group that requires sharing Help make group decisions
Science	
Topography, geography, life styles affected by land conditions Power sources Ecology Conservation Using formulas Crystalline and other rock formation fossils Comparing rocks Classifying minerals	Recognize and discuss differences in topography, geography Discuss "life styles" affected by land areas and conditions Recognize source of powers and importance of conserving them Categorize rocks according to color, texture and hardness

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Topographical model of earth	
The children will pick out rocks from a specified group after hearing other students' descriptions Making crystalline rocks	

UNIT TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art Forming Separating Combining	Separate rocks by size and combine them into aesthetic shapes
Careers People and their jobs Functions Locations Tools Education	List 4 occupations relating to rocks Discuss workers who supervise conservation of natural resources Discuss various education necessary for people who work with "the solid earth" Discuss the various locations of work related to natural resources

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Using natural materials Drawing, making relief maps Jewelry Polishing rocks for jewelry making	
Identify various tools used by workers who extract and utilize natural resources	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CRYSTALLINE ROCKS

II. ACTIVITY FORMAT:

A. Tools and Materials

See below

B. Procedures for this activity (with helpful hints)

FIVE FORMULAS FOR CRYSTALLINE ROCKS

	NO. 1	NO. 2	NO. 3	NO. 4	NO. 5
WATER	6	6	6	1/2 cup	1
CLEAR HOUSE-HOLD AMMONIA WATER	1	2	1-1/2	3	1
TABLE SALT	6	6	6	2	1
LAUNDRY BLUEING			12 drops	1/2 oz.	
RED INK				1/2 sm. bottle	

ALSO: Pieces of Charcoal

Swirl mixture around in a closed jar for several minutes. (get a saturated salt mixture)

In a small fish bowl, glass jar or dish or a pie plate, place plum-sized charcoal, coal (or stones, cement, red bricks, concrete, wood, dead twigs, coke, unglazed porcelain, cheap sponge).

Pour solution and undissolved salt over the pieces.

Use spoon to keep wetting them until they do not seem dry when you stop.

The pieces should be about an inch above the water level.

Use medicine droppers to put drops of food coloring, red and green ink, fabric dyes, or mercurochrome in different places on the pieces.

Rub vaseline around rim of dish to keep flowers from growing over the sides.

Set dish in warm, dry spot where it will not be disturbed.

You can make more of the solution, keeping it in a closed jar.

After two or three days, you can add a little solution and more drops of color.

(Crystals of quartz and other minerals are formed like these salt flowers. Some of them have taken millions of years to form)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children could see crystals form and relate to crystalline forms in minerals. They were very interested in following the formulas, watching for results, and being careful not to change results (by bumping, etc.)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ROCK CHART

II. ACTIVITY FORMAT:

A. Tools and Materials

cardboard
magic markers
collected rocks
glue
ruler

B. Human Aides and Resources

Miners Den - Mike

C. Procedures for this activity (with helpful hints)

1. Collect rock in school yard.
2. Discuss grouping - color, size, weight, hardness and shape.
3. Children make own decisions as to how to group.
4. Measure cardboard and divide into sections.
5. Glue rocks to cardboard and label.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

POLISHING ROCKS FOR JEWELRY MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

rock tumbler and grit
rocks
water

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Fill rock tumbler jar with small stones about half full. Add full amount of coarse grit, add water to cover, secure cap and place in tumbler. Run for 7 days and nights. Repeat the step second time using medium grit, then use fine grit, then use polished rocks for jewelry making. Total time lapsed - 4-5 weeks.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Tumber makes noise in classroom. Children do remain interested. Show them the stones at the completion of each step which takes seven days and nights for each. We are still working on ours.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TOPOGRAPHICAL MODEL OF EARTH

II. ACTIVITY FORMAT:

A. Tools and Materials

colored clay
brown paper
newspaper

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Choose a large area where it won't have to be moved and spread paper. Draw a large circle. Children then plan various earth surfaces on paper. Then using green, blue and brown colored clay, the children mold the earth's surface.

green - grass
blue - water
brown - mountains

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Mountains were difficult. Wad newspaper into balls. Then using a flat sheet, tape it over the various shaped balls to help form mountains. Put clay over paper. Don't make them too big because little children had trouble getting it to stay properly.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: TRANSPORTATION - PREDOMINANTLY TRAINS

GRADE LEVEL: K-2

GENERAL OVERVIEW: . This unit will introduce varied means of transportation and how they affect us and help us.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
At The Airport - Colonius
Cleared for Takeoff - Coombs, Charles Ira
Behind the Scenes at an Airport
Loopy - Gramatky, Hardie
I Want to be a Pilot - Greene, Carla
Little Airplane - Lenski
Tommy Learns to Fly - Lewellen
A Beginners Guide to Building and Flying Model Airplanes - Lopshire, Robert
Working Together - McIntire
Pogo's Sky Jack - Morlings
Discovering Aerospace - Pacilio, James V.
Joe's Story of the Airport - Smith
Let's Go to an Airport - Sootin
The Little Red Caboose That Ran Away - Curren, Polly
  Treasure Books, Inc. 1952
Chuggy and the Blue Caboose - Froeman, Lydia and Don
  The Viking Press 1951
The Little Red Caboose - Potter, Marion
  Simon and Schuster, Inc. 1953
Circus Train - Shelby-Loundes, Joan
  Alelard-Schuman 1957
The Big Book of Train Stories - Weisgard, Leonard
  Grossett and Dunlop, Inc. 1955
A History of Travel in America - Dunbar, Seymour
  Bobbs-Merrill Co., Inc. 1937
Trains - Henry, Robert Selph
  Bobbs-Merrill Co., Inc. 1954
The Railroad Station - Meeks, Carroll
  Yale University Press 1956
The Railroad Passenger Car - Mencken, August
  Johns Hopkins Press 1957
The Illustrated True Book of American Railroads - Webb, Robert N.
  Grossett and Dunlop, Inc. 1957

Movies:
- Airplane Trip
- An Airplane Trip by Jet
- Airport in the Jet Age
- Boats and Ships
- Jet Pilot
- The Passenger Train
- Wheels, Wheels, Wheels

Filmstrips, Flat Pictures, Records:
See page 121 of R. O. I.M.C. Catalog 1972-73

2. Field Trips:

- Royal Oak Bus Station
- Royal Oak Train Station
- Metropolitan Airport
- Greenfield Village Museum

3. Human Resources:

- Aviatrix, aviator
- Bus driver
- Truck driver
- Train conductor
- Taxi driver
- Car designer
- Tour guide
- Visit by a commercial pilot
- Visit by an air traffic controller
- Visit by a stewardess
- Visit by a private pilot

4. Activities:

- Transportation dress for teacher
- Mural of train or train station
- Make posters on railroad safety
- Ice Cream Stick livery stock cars
- Milk carton cars
- Construction paper car
- Construct a helicopter
- Symbols for airlines

Role playing:

- Dramatize a train trip
- Take an imaginary cruise
- Use play money to buy and sell tickets
- Simulate airplane trip
- Make symbols of air lines on plastic drinking glasses
- Compass game
- Construct a helicopter
- Draw route of imaginary trip on map

UNIT TITLE: TRANSPORTATION

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies History of transportation Types of transportation Maps - travel maps and standard maps Legends	Distinguish different continents, oceans and major cities Discuss the beginnings of aviation Discuss the uses of our air transport system today Discuss the future uses for space travel Recognize the different kinds of trains Briefly tell the history of trains Identify the different types of engines Relate John Steven built the first steam engine in the U.S. and it was used first in New Jersey
Science Fuels needed by different vehicles (ecological aspects) Weather conditions Structure of an engine-visible engine	Point out major parts of an engine Know the properties of electricity Know the major goal and oil areas in the U.S. and how one uses these products in relation to trains Use of compressed air in stopping a train Know that steam is used to push engines Differentiate weather instruments and their uses Discuss the role of air during the plane's flight

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Maps of continents, countries, oceans and major cities	
Brief and condensed history of aviation	
Different kinds of aircraft and space travel	
Draw route of imaginary plane trip on map	
Make posters on railroad safety	
Transportation dress for teacher	
Weather conditions	
Weather instruments	
Movement of a plane through the air	

UNIT TITLE: TRANSPORTATION (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Money concepts Time and distance measurement, MPH Working with a compass Flight plan Linear measurements	Use a ruler in measuring Tell time accurately Tell how many miles a train will go in so many hours Count number of cars in a passing train Do story problems related to trains Purchase a ticket and know how much it will cost in money value Compute costs of train trips taken
Language Arts Creative writing skills Reading skills Letter writing Vocabulary Role playing Abbreviations and symbols	Use library books for research materials Help in writing to a train company requesting information Write a thank-you letter to visitor from train station Read a train schedule Relate a story about a train Dramatize or role play workers at a train station Write a creative story about trains using new vocabulary words

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Differentiate directions on a compass Tell the time a plane departs from one city and arrives in another County money to buy a plane ticket	
New words: spelling and definitions Abbreviations and symbols Improvisational role playing Letter writing Creative writing Recognize and define related words (stewardess, pilot, passenger, luggage, etc.) Symbols for airlines	

UNIT TITLE: TRANSPORTATION (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Music Songs related to trains Meaning of their whistles Foreign songs	Sing the song "I've Been Working on the Railroad" Sing and act out "Get On Board Little Children" Recognize different train whistles and know what they mean
Art Color identification Separating and combining materials Creative design	Mix paints accurately and recognize colors Recognize different railroad signs and the colors involved in making them Use paints, crayons and magic markers Use scissors and glue Understand color combinations Express ideas through pictures and models designed

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Same as Behavioral Objectives	
Mural of train or train station Ice cream stick livery stock cars Milk carton cars Construction paper car Construct a helicopter	

METHOD OF IMPLEMENTATION

Role playing:

Have a child play parts of different railroad workers (conductor, porter, brakeman, engineer, etc.)

Have children dramatize a train trip

What do they like about their jobs?
- a) meeting people
- b) travel by some
- c) excitement of a busy airport - thrill of flying
- d) the salary and hours of work

What kinds of tools do they use?
- a) uniforms characteristic of their jobs, machinery, conveyor belts, TV, radio planes, cars, trucks, carts

Why do people work:
- a) to earn money
- b) to be near other people
- c) to provide a service
- d) the excitement of travel for some

How does their job help others?
- a) lets people vacation or travel long distances from home in short period of time, carries mail, packages and cargo

RESOURCE PEOPLE & MATERIALS

Metro Airport Trip to Detroit City Airport

UNIT TITLE: TRANSPORTATION (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers	
Service jobs of a railroad Interdependence of careers	Match the duties of railroad workers with pictures of railroad workers
Attitudes of railroad workers likes dislikes	Describe the duties of the railroad workers
Locations of work	Tell three ways that trains help different businesses
	List two likes and dislikes of various workers in railroad transportation
	Identify those railroad occupations which are performed inside (sheltered) and those which are performed outside

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRANSPORTATION DRESS FOR TEACHER

II. ACTIVITY FORMAT:

A. Tools and Materials

white or light colored material
tag board frames - 3 x 3"
permanent magic markers

B. Procedures for this activity (with helpful hints)

1. Cut out dress pattern before you bring it to school. Do not sew dress together until you have finished designing it.
2. Have children design several ways of transportation on 3" x 3" piece of newsprint.
3. Teacher should pick the child's best picture and should choose the pictures so you do not have all pictures pertaining to one type of transportation.
4. Have the children one at a time transfer their pictures using magic marker from the paper to the material using the frame to keep their picture in a certain area.
5. After the pictures are all on the dress, let it set for at least 24 hours.
6. Soak the dress in cold water, salt and vinegar for 2 hours to set design.
7. Sew dress together and you are ready to wear it.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Make sure all your magic markers are permanent or the dress will run.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MURAL OF TRAIN OR TRAIN STATION

II. ACTIVITY FORMAT:

A. Tools and Materials

huge piece of white paper
tempera paint
brushes
newspaper

B. Procedures for this activity (with helpful hints)

1. Put the piece of paper on the floor, on top of the newspaper.
2. Certain children will draw different parts of the mural. When they are finished others will add other parts.
3. Once the mural is done it will hang on the wall.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It will take several days to do because the children must plan what type of mural they want and who will paint what on the mural.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE POSTERS ON RAILROAD SAFETY

II. ACTIVITY FORMAT:

A. Tools and Materials

poster board
tempera paint
brushes

B. Procedures for this activity (with helpful hints)

1. Draw their drawing on the poster board (12" x 12").
2. Paint in the desired colors.
3. Let it dry overnight.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Takes about 30 to 45 minutes to paint.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ICE CREAM STICK LIVERY STOCK CARS

II. ACTIVITY FORMAT:

A. Tools and Materials

ice cream sticks
glue
wood or cardboard
toy animals
ruler
saw or scissors
sandpaper

B. Human Aides and Resources

About two or three parents are needed during the part where they saw the sticks

C. Procedures for this activity (with helpful hints)

1. Cut the wood or cardboard into the desired size (same length as ice cream stick).
2. Saw ice cream sticks in half.
3. Paste the sticks all around the outside of the piece of wood so that one end of the stick is pasted to the board.

4. Do this all the way around and when it's dry, add pieces of ice cream stick facing the other way.

5. Lastly place the toy animals inside the car.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Takes about 45 minutes to construct.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MILK CARTON CAR

II. ACTIVITY FORMAT:

A. Tools and Materials

milk cartons
paints
brushes
water
scissors
tape

B. Human Aides and Resources

Parents to save milk cartons

C. Procedures for this activity (with helpful hints)

1. Open up milk carton and cut out 2 opposite sides.
2. Next fold other two sides and tape them down.
3. Next paint desired color on all sides except bottom rectangle.
4. Then draw desired car on two sides.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It takes about a half hour.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTION PAPER CAR

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper
rulers
tape
scissors
paste or glue
crayons, magic markers or paint

B. Procedures for this activity (with helpful hints)

1. Fold paper into four equal rectangles.
2. Cut in on all folds two inches. These will later be folded to make sides of car.
3. Color in first and third rectangle with desired type of car (example:windows for passenger train, freight cars or caboose car).
4. Color second square with desired color (example: red for caboose or grey for passenger).
5. Last or fourth square will be bottom of car so it does not have to be colored.
6. Color in desired color on first and third folded sections and add windows if desired later on.
7. Fold rectangles into shape (it will look like this).
8. Tape the long edges together.
9. Fold in second and fourth sides, glue these,then fold the other two sides and glue them also.
10. Use cottton balls for wheels, magic marker them with black magic marker.
11. Next place them on bottom of car with paste.
12. If car is a caboose, add a piece of construction paper on top (folded in shape of a square).

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It will take about one hour.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCT A HELICOPTER

II. ACTIVITY FORMAT:

A. Tools and Materials

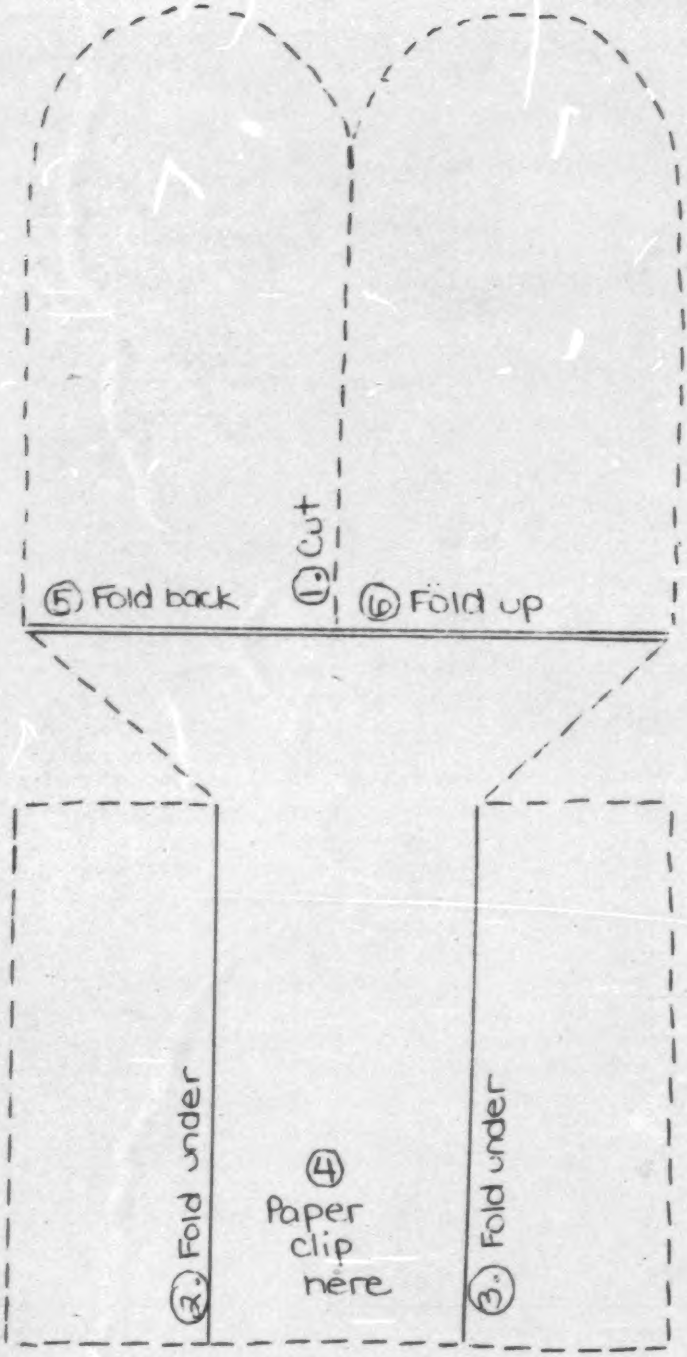
paper
scissors
paper clips

B. Procedures for this activity

1. Cut out helicopter
2. Fold in designated areas
3. Put paper clip on
4. Drop helicopter from chair or desk

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HELICOPTER



① Cut
⑤ Fold back
⑥ Fold up
2. Fold under
④ Paper clip here
3. Fold under

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SYMBOLS OF AIRLINES

II. ACTIVITY FORMAT:

A. Tools and Materials

clear plastic drinking glasses
colored marking pens
construction paper
yarn
glue
scissors

B. Procedures for this activity (with helpful hints)

1. Collect symbols of various airlines
2. Design symbol on paper first
3. Put symbol on the plastic glass using any media provided

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

NAME____________________________

DATE____________________________

TRANSPORTATION TEST

1. TRANSPORTATION CAN BE DIVIDED INTO 3 GROUPS. THEY ARE:

   a. ____________________

   b. ____________________

   c. ____________________

2. AIRPLANES NEED A ________________ TO LAND AND TO TAKE OFF.

3. A ____________________ HAS TO TRAVEL ON A TRACK.

4. A ____________________ HELPS PULL BIG BOATS.

5. A CAR NEEDS __________________ TO HELP IT RUN.

6. HE TAKES CARE OF A BUS. ____________________

   a. TICKET AGENT b. SERVICE MAN c. DRIVER

7. PEOPLE WHO RIDE ON A TRAIN ARE CALLED ____________________.

   a. PASSENGERS b. PORTER c. ENGINEER

8. WHICH IS THE FASTEST TYPE OF TRANSPORTATION? ____________________

   a. CAR b. TRAIN c. JET

9. THE KITCHEN ON A BOAT IS CALLED A

   a. DECK b. DOCK c. GALLEY

10. THE CONTROL TOWER HELPS THE PILOT LAND AND TAKE OFF. T F

11. AN AIRLINE HOSTESS FLIES THE AIRPLANE. T F

12. A PILOT HAS TO HAVE SPECIAL TRAINING TO KNOW HOW TO FLY THE PLANE. T F

13. A CAR IS BIGGER THAN A BUS. T F

14. A PLACE TO SLEEP ON A SHIP IS CALLED A CABIN. T F

____________________ ____________________

ON THE BACK SIDE DRAW ONE TYPE OF TRANSPORTATION FOR LAND, WATER AND AIR

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: USING OUR HANDS

GRADE LEVEL: K-2

GENERAL OVERVIEW: We are developing an awareness of the importance of our hands to our way of life, as contrasted with other animals. We are focusing our attention on ways our mothers and fathers use their hands at home and away from home for work and play. We are using our hands for a wide variety of activities for skill development.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Films:
Play Day
Cuckoo Clock That Wouldn't Cuckoo
Toot, Whistle, Plunk and Boom
The Mailman

Books:
A Hole Is To Dig - Krauss
The House My Grandpa Built
Sandy Signs His Name - Brown
Talking Without Words - Ets
Who's There? Open the Door - Munari
The Man Who Wouldn't Wash His Dishes
Nothing To Do - Hoban
Pelle's New Suit - Beskow

2. Field Trips:

3. Human Resources:

Parent volunteers are used every day (two at a time)
Sixth grade students helped
College students

4. Activities:

Making cement bricks and patio stones
Paddle wheel boat
Candle making

UNIT TITLE: USING OUR HANDS

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts Vocabulary	Use ten new vocabulary words which relate to the study of use of hands
Social Studies Interdependence of workers	Tell how workers help each other

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Brainstorming - Things we do with our hands Work our parents do with their hands: a) at home b) away from home Work others do using their hands Experience stories dictated to teacher about family work or world of work Discussion of magazine pictures, collected by teacher	
Discussion: People help each other People gain satisfaction from making and doing things with their hands People use hands to convey messages to others; policeman, train signalman, baseball coach People use hands for games and sports Children learn from parents how to use hands to care for own physical needs Babies discover their hands Children learn new skills using hands in school	Flat pictures: Schools, Families and Neighborhoods - Field Educational Publicatio Filmstrip: It's In Your Hands - ECF203

UNIT TITLE: USING OUR HANDS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science	
Relationship of animals to man	Describe the shape of the hand
Math	
Number identification Pattern copying	Identify numerals to 10 Copy geometric shapes with pegs Copy pattern with beads

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion: Looking at pictures	
Animals: Animals work for their food and shelter	
Animals use various parts of their bodies for work; beaver, raccoon, bees, ants, birds	
Examining the structure of our hands: opposing thumb, why it is important; bones, muscles, skin	
Writing numerals to 10, also writing them on chalk board and in wet sand	
Simple games using fingers for numeral recognition and addition	
Numerals made of clay	
Peg boards - pattern copying in geometric shapes	Peg boards and pegs and rubber bands
Bead stringing - pattern copying	Beads and strings
Ruled paper, 1" squares - pattern copying	Ruled paper and crayons
Clock puzzle	
Numeral puzzles with pegs	
Made number book pages 1-10 using coloring, pasting animal pictures and printing using stamp pad	

UNIT TITLE: USING OUR HANDS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Drama Pantomiming - workers move their hands	Pantomime 10 workers who use their hands
Music Rhythm - we move in rhythm	Move in rhythm to music

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Pantomiming workers for others to guess	
Music and rhythm activities: Using hands in rhythm to music a) finger plays b) songs with motions c) clapping d) snapping Using hands to create music rhythm instruments a) drums b) sticks c) bells d) castanets e) maracas	
Observing and listening to others produce music	Our school band and string players Keller Junior High Band Teacher playing piano

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Practical skills (Continued) Learning to write name in manuscript printing Learning to dial own telephone number	

UNIT TITLE: USING OUR HANDS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Motor Skills Eye-hand coordination - skill comes with practice	Throw a ball, catch a ball, climb a rope and follow the leader
Careers	
People and their jobs:	Name five workers who use their hands
Some people work with their hands	Name five workers who use tools
Tools people use:	Name the advantages and disadvantages of these jobs: a) mailman b) policeman c) fireman d) construction worker e) carpenter f) brick layer
Some people use tools in their work. Hands are tools	
Likes Dislikes	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Physical Education: Balls: throwing, catching, bouncing Climbing ropes Perceptual exercises following leader	
Practical skills: Drawing around hands and cut out Learning to identify his own left and right hand Using hands to make a useful product and to develop skill (see hands-on Activity Sheets) a) candles b) paddle wheel boat c) sewing card picture - ecology, re-using discards, styrofoam meat trays d) bricks and patio stones Putting on outdoor clothing; practicing buttoning and zipping Shoe tying using lacing boot and cardboard lacing frame - to take home Lacing frames are made from tag board Yarn is used to lace Tips on yarn are masking tape Learning to handle books correctly, how to turn the page by the corner	

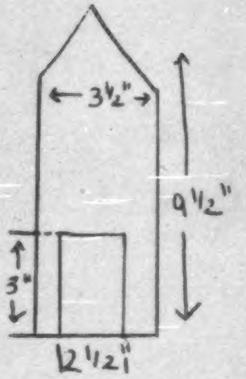
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PADDLE WHEEL BOATS

II. ACTIVITY FORMAT:

A. Tools and Materials



hammer
dremel saw
drill
glue
wood
cardboard pattern
pegs, spools, beads
staples and stapler
paint - enamel
paint brushes
scissors
nails
dowels

B. Human Aides and Resources

College student

C. Procedures for this activity (with helpful hints)

1. Child traces around cardboard pattern of boat.
2. Saw on line using dremel saw.
3. Cut tongue depressor with scissors for paddle wheel.
4. Attach paddle wheel to rubber band with stapler.
5. Add scrap wood for cabin, with hammers and nails.
6. Add pegs, spools, beads or dowels, as desired (drill holes for pegs and dowels and glue in).
7. Paint.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CEMENT BRICKS AND PATIO STONES

II. ACTIVITY FORMAT:

A. Tools and Materials

molds for bricks 8" x 3-1/2"
molds for patio stones 8" x 12"
motor oil and brush for applying
ready-mix cement and pail for mixing
trowel and putty knife
stick for stirring

B. Human Aides and Resources

Two 6th grade boys helped

C. Procedures for this activity (with helpful hints)

1. Apply oil thoroughly to inside of mold.
2. Stir cement with water, approximately 2 parts water to 1 part sand and cement mixture (Sakret).
3. Fill mold with cement and edge with putty knife. Smooth the top.
4. Allow to harden - 1 to 2 hours.
5. Put board on top and invert, tap to remove brick or patio stone.
6. Clean all tools thoroughly.
7. Don't use sink for washing hands or tools.
8. Keep cement away from face.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDLE MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

wax
dye
old coffee pot
large pan
hot plate
wicks (wire core)
pencils or dowels
half-pint milk cartons

B. Human Aides and Resources

Mother helpers

C. Procedures for this activity (with helpful hints)

1. Place wax pieces in old coffee pot.
2. Set pot in hot water in large pan on hot plate.
3. After wax is melted, add dye and stir.
4. Children wrap wick around a pencil and place pencil in slits in top of milk carton.
5. Wired wick should be placed in center.
6. Pour wax. Let wax harden at room temperature.
7. Tear carton off. Wrap for a gift.

One mother watches wax carefully so that it doesn't overheat or get spilled. We worked in groups of 6 or 7 each day.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: WEATHER

GRADE LEVEL: K-2

GENERAL OVERVIEW: The earth is surrounded by air. It is changes in the air or atmosphere which produce our weather. The weather affects our work and many people work in occupations that tell us what the weather will be.

TEACHING/LEARNING RESOURCES:

1. **Reference materials:**

Books:
- Snow
- How Weather Helps Us
- What Makes Rain?
- Weather for Beginners
- Rainshower
- Season of the Year
- One Rainy Day
- Picture Book of Weather
- What Is Weather?
- Let's Find Out About Weather
- Weather All Around
- Who's Afraid of Thunder
- Weather
- Look and Learn
- True Book of Air Around Us

Poem: My Blue Balloon

Filmstrips: How the Weatherman Records and Forecasts Weather

Records:
- Weather Songs
- Songs For A Rainy Day
- What Makes Rain?

2. **Field Trips:**

Playground - study clouds, winds
City Airport - Weather Station

3. **Human Resources:**

Jerry Hodak, WXYZ-TV 557-9000

4. **Activities:**

Make weathervane

Daily and weekly weather chart
Pinwheels
Make hydrometer
Snowball targets
Bulletin board

Activity with no directions:

Make thermometer

UNIT TITLE: WEATHER

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science	
Atmospheric conditions	Keep a daily chart of weather changes
Four Seasons	Illustrate the four seasons in the following manner: a) dress b) trees c) activities

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS.
Discussion Reading Books Films Demonstrate evaporation by wetting chalkboard Make a cloud with kettle and boiling water Produce "water cycle" in a heavy plastic bag Do thermometer water experiment Make pop bottle thermometer Construct a wind vane Make cloud booklets (attached ditto)	
Collect pictures of the four seasons Make bulletin board showing same scene in different seasons	

UNIT TITLE: WEATHER (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math Computing temperature	Read a thermometer to the nearest 10 degrees
Social Studies Weather affects jobs	Name three seasonal jobs Name three jobs whose activities are dependent on weather forecasts

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Record temperatures on individual thermometers (dittos or fake thermometers) Use glasses of hot water Add ice Students work in small groups and record on individual ditto with red crayon	Ice Glasses Thermometers Red crayons Dittos (attached copy)
Role playing an occupation in different seasons: a) carpenter b) tree trimmer c) crossing guard d) life guard e) grave digger f) farmer Book - Weather All Around by Pine and Levine Discussion Example: Pilot Baseball player Farmer Make a book - How Weather Affects Jobs	

UNIT TITLE: **WEATHER** (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers Weather forecasting or reporting Service functions of weather Careers	Describe the difference between a forecaster and a reporter and list functions
Language Arts Writing	Contribute a word or idea to class weather picture dictionary
Art Painting	Use water colors to paint a picture

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Discussion - tools, functions, attitudes Resource person - Jerry Hodak to visit - ask about tools used, functions of his job, what he likes about his job Role play: A weather reporter - (each child take a turn reporting after hearing daily weather report) (phone or newspaper)	Jerry Hodak
Make a class weather picture dictionary	
Watercolor a rain picture following the viewing of film	Movie - Rainshower

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING PINWHEELS

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors
crayons
colored ditto paper (cut 6" x 6")
straws, pins, masking tape

B. Procedures for this activity (with helpful hints)

1. Fold paper twice - corner to corner.
2. Cut on each line, half way to center.
3. Bend one section of each corner to center.
4. Push pin through the paper corners and the center of the paper - then through the straw.
5. Tape the end of the pin.
6. Color small red dot on one section.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING HYGROMETERS

II. ACTIVITY FORMAT:

A. Tools and Materials

dremel saw
brace and bit
patterns
1/4" plywood or masonite (8 x 8" squares)
tempera paint
blotter paper soaked in cobalt chloride

B. Human Aides and Resources

Parents to cut the masonite into 8" x 8" squares for us
Parents to help on dremel saws

C. Procedures for this activity (with helpful hints)

1. Trace patterns on masonite squares.
2. Cut on dremel saws.
3. Drill hole.
4. Paint and dry.
5. Glue blotter paper
6. Attach hanger.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The paper as viewed through the hole will turn pink when the humidity is high, blue when it is dry.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WEATHER VANE

II. ACTIVITY FORMAT:

A. Tools and Materials

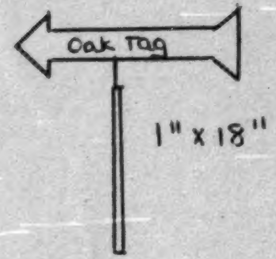
gimlet
hammer
nail
vise
1" x 18" wood dowel per child
1 pick-up stick per child
templates of cardboard
tag board to make arrows
signs indicating four compass points

B. Human Aides and Resources

Supervisor to direct activity

C. Procedures for this activity (with helpful hints)

Build a weather vane to indicate wind direction.



2 arrows with pick-up sticks glued between hole drilled in dowel

After building children drill hole in ground and insert weather vane

1. Do in groups of four.
2. Each child makes two arrows - glue pick-up stick between. Let dry overnight.
3. Put dowel in vise. Start hole with nail and hammer. Remove nail and drill hole with gimlet.
4. Put arrows with sticks in hole.
5. Take out doors - put in ground. (Have signs up indicating N,S,E,W)
6. Determine wind direction.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

RECORD WEATHER ON WEATHER BOARD AND CARDBOARD THERMOMETER

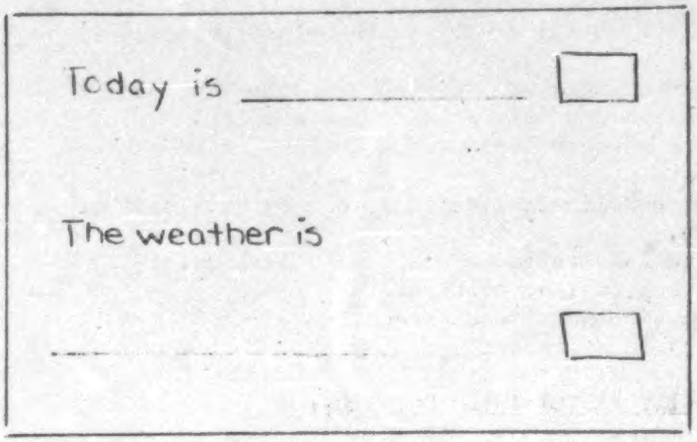
II. ACTIVITY FORMAT:

A. Tools and Materials

tagboard with pockets for days of week and weather words (made by teacher)

B. Procedures for this activity (with helpful hints)

Record weather on weather board each day (teacher made)



Pocket with days of week

Pocket with weather words, "snowy", "rainy" "foggy", "dreary" "sunny

Children go to weather board each morning. Choose day of week and put in place. Discuss weather. Teacher prints words children suggest - cold - hot - warm - rainy - snowy - foggy, etc. Children choose appropriate words each day. New words are added during year as weather changes. Children indicate temperature on thermometer.

Children bring in weather report cut from newspaper.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SNOWBALL TARGETS

II. ACTIVITY FORMAT:

A. Tools and Materials

a white vinyl shower curtain
string
magic markers in assorted colors

B. Human Aides and Resources

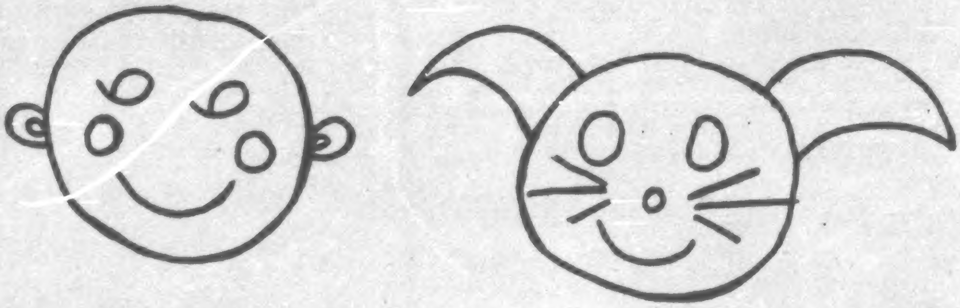
Teacher

C. Procedures for this activity (with helpful hints)

1. Children discuss and develop rules for snowball throwing, and penalties if rules not followed.
2. Children suggest and vote on designs to be used.
3. Put curtain on floor.
4. Teacher pencils in 2 designs, one on each half of curtain.
5. Children take turns coloring with markers.
6. Put string on four corners.
7. Take outside and tie on fence.
8. Throw balls at target.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Example



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BULLETIN BOARD - INTRODUCING UNIT

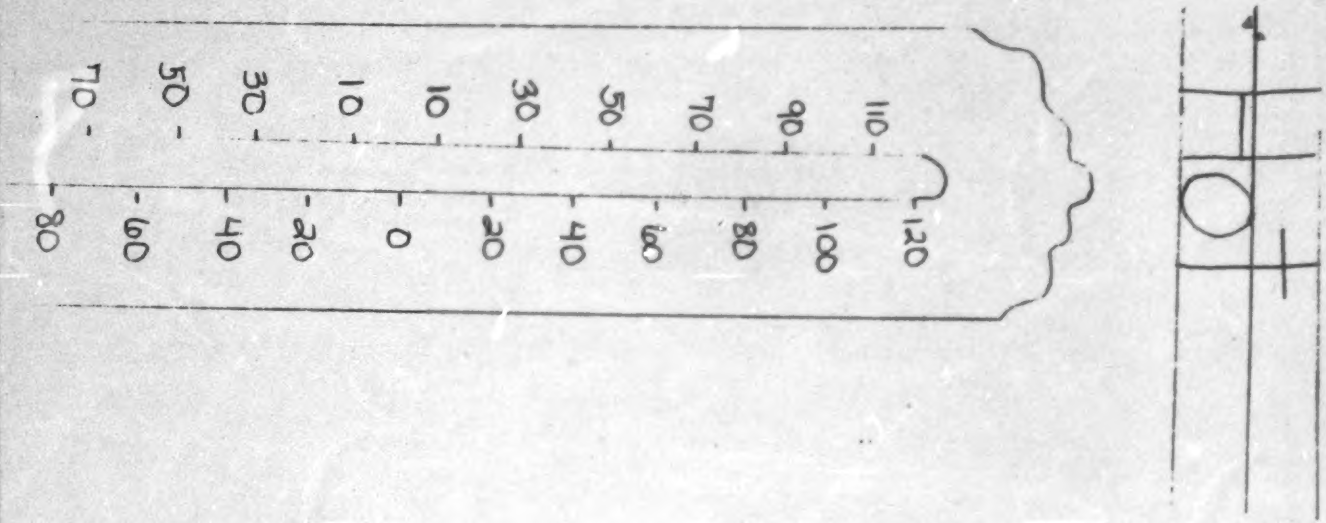
II. ACTIVITY FORMAT:

A. Procedures for this activity (with helpful hints)

1. Cut-out of sun
2. Plastic bag of air
3. Picture of rain
4. Lettering at top - Air, Sun, Water - make our weather
5. Children bring in pictures to add to board

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Name of Scientist ______________________________


HOT
120
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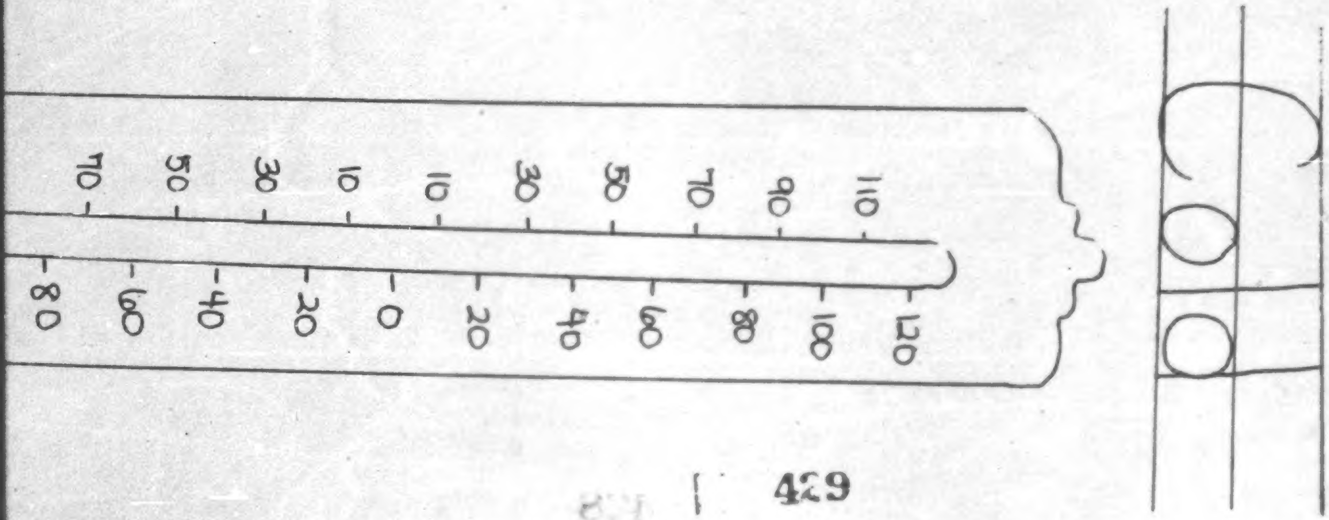
COLD
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-60
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10
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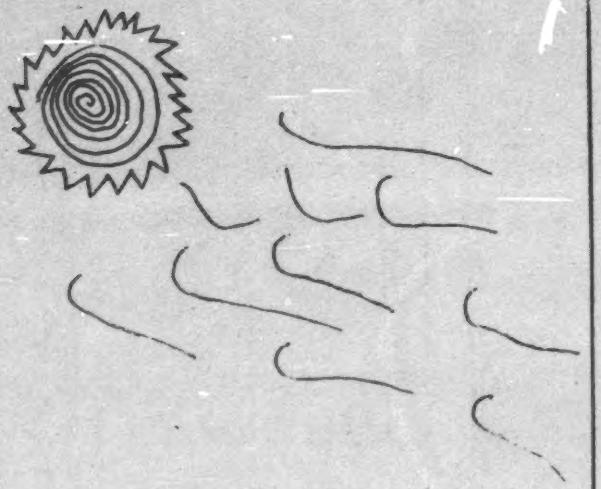
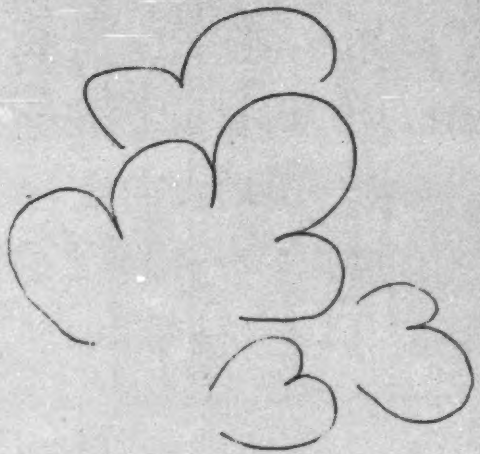
50
70

____________'s Weather Chart

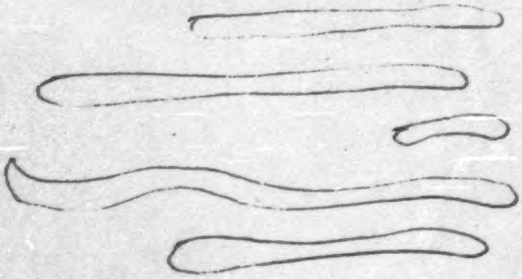
	Temperature	Wind	Clouds
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			



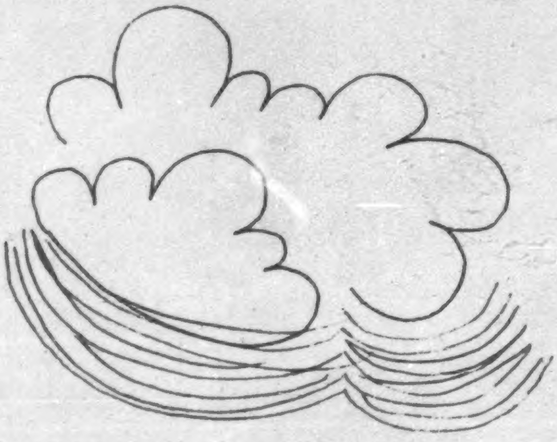
Cirrus Clouds
tell us
the clear weather
will probably change.



Cumulus Clouds
tell us
we will probably
have clear weather.



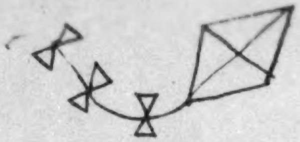
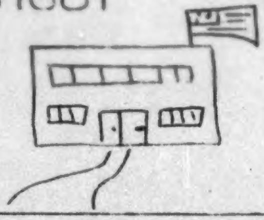
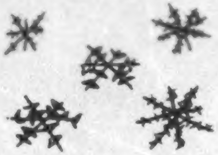
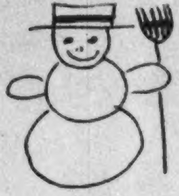
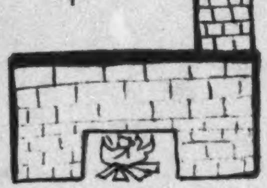
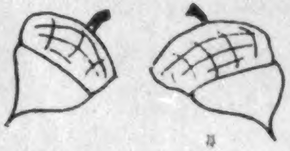
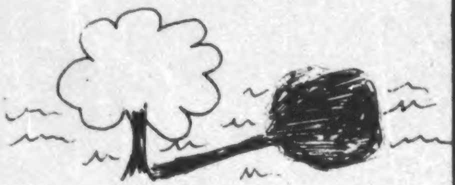
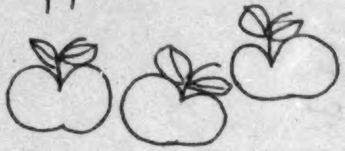
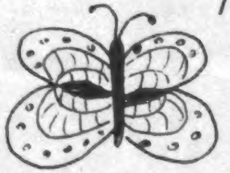
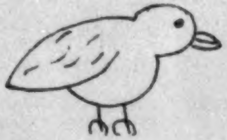
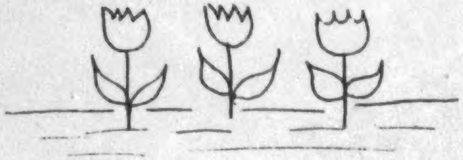
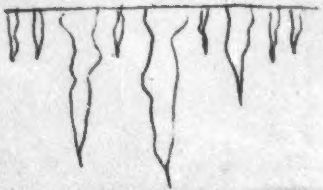
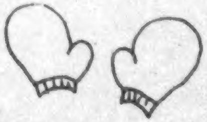
Stratus Clouds
tell us
we will have rain.



Cumulo-nimbus Clouds
tell us
we will probably have
a heavy storm.

Make into a booklet

Catagorize to the seasons

pool 	kite 	school 	snow 
snowman 	fireplace 	nuts 	tree 
popsicle 	apples 	rain 	butterfly 
robin 	winds 	flowers 	leaves
fan 	turkey 	icicle 	mittens 

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